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A Survey of expatriate teachers in Kuwait

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A Survey of Expatriate Teachers in Kuwait

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ABSTRACT

The purpose of this study was to understand why qualified American and Canadian educators left their home country to teach overseas and more specifically, why they decided to live and work in Kuwait. Fifty-one participants took part in the study. Each was asked to complete a 30 question survey followed by 5 open-ended questions. In addition, demographic information was sought in order to place the data into context. The study followed a conceptual framework adopted from research conducted by Richardson and McKenna (2002) who examined the motivation of expatriates. The findings for this research were placed into context using these terms as the framework from which to operate. The findings in this study suggest that many of the participants were dissatisfied with their current situation at home, usually job related, and decided to seek opportunities abroad. This dissatisfaction was coupled with the desire to see different parts of the world and to earn a comfortable living. These participants were not interested, for the most part, in advancing their careers or enhancing their skills. They were not interested in providing their services for little or no money. This group of explorers saw an opportunity to earn a tax-free salary, a comprehensive benefit package, and opportunities for travel and adventure. These were the reasons these teachers taught overseas and more specifically, these were the reasons they chose Kuwait.

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CHAPTER ONE

Statement of the Problem

A decline in enrolment and teaching positions in the public school system in Ontario made the early 1990s a challenging time for beginning teachers seeking employment in the province. This scenario played out in many jurisdictions throughout North America. Recently certified and inexperienced teachers began to seek employment outside the province or pursue other career options. New teachers and experienced teachers who had taken early retirement began to seek teaching positions in international schools. Other reasons given by teachers for seeking teaching opportunities in overseas locations included greater financial compensation, the opportunity for adventure and travel and a desire to escape the challenges of North American classrooms.

Kuwait is a country that has come to rely on international teachers to make up its teaching complement. While the increased pool of well-qualified Canadian teachers is an advantage to the schools in Kuwait, each school authority is presented with the challenge of being successful in recruiting from among the best candidates. It is hoped that the findings from this research will assist them in preparing an information package that will entice teachers to choose to teach in their schools.

The purpose of this study was to explore the reasons why North American school teachers seek teaching opportunities in Kuwait. Questions that guide the research include:

1. What factors did teachers take into account when deciding to teach overseas?
2. What do teachers hope to gain by teaching overseas?
3. What factors did teachers consider when deciding to teach in Kuwait?
4. What factors keep them in Kuwait?

Significance of the Study

Teacher shortages have long been common in many schools from various countries around the world. The solution for many was to recruit from abroad. Earlier studies of overseas teacher recruitment have focused on the experiences of teachers that have or are teaching overseas. Little has been written, however, about the reasons that they choose to teach overseas. In New Zealand (Dewar, 2000) and Britain (Joslin, 2002)

studies were conducted that examined what motivated teachers to teach overseas. Both countries have suffered teacher shortages and have used the data to lure overseas teachers to their countries. Other researchers have sought to understand why people work overseas, but did not specifically look at teachers and little, if any, solid research exists on why teachers choose Kuwait and it is here that this research seeks to fill in the gap. If Kuwait continues to rely heavily on overseas teachers, individual schools and their administrations will need a clear understanding of what attracts teachers. If they had this information it is likely they could follow in the footsteps of countries like New Zealand and Britain that have used the research to formulate a recruitment package. This study will generate recommendations for private schools in Kuwait to tailor a recruitment package to lure teachers to the State of Kuwait.

Definition of Terms

For purpose of this study, the following terms are defined as:

Expatriate (Expat): a person temporarily or permanently residing in a country and culture other than that of his upbringing or legal residence. (The American Heritage Dictionary of the English Language, 4th Ed.)

Expatriation: voluntary departure from the nation of one's birth for permanent or prolonged residence in another nation. (The New Dictionary of Cultural Literacy, 3rd Ed.)

Overseas: in a foreign country; abroad. (US Department of Defense Dictionary of Military and Associated Words, 1993.)

Motivate (Motivation): to provide with an incentive; move to acting; impel. (The American Heritage Dictionary of the English Language, 4th Ed.)

Explorer: one who wants to explore more of the world. (Richardson & McKenna, 2002).

Refugee: one who is in search of a better personal or professional life and seeking refuge away from situations or relationships. (Richardson & McKenna, 2002).

Mercenary: someone who specifically expatriates for financial reasons. (Richardson & McKenna, 2002).

Architect: someone who is motivated by the opportunity of career development. (Richardson & McKenna, 2002).

Context of Study

Kuwait is a country in transition. It was ravaged by war in the early 1990s and continues to recover. It is a country with no national parks or wildlife; temperatures that reach 50 degrees Celsius; and is expensive to live in. So, why would someone leave Canada or the United States and teach in Kuwait? This question may have been asked before, in conversations between teachers, but no data exists that gets to the heart of the question. Is it all about money?

Kuwait's educational system is unique in that the majority of its teachers are expatriates. In the public school system, most teachers are from Syria, Jordan, Egypt and Lebanon. In the private sector; most teachers are from Canada, Britain and the United States. Given that recruitment of teachers by Kuwait will continue for some time, the government continues to promote teaching as a field to be pursued by its citizens, but the current trend does not indicate that this will happen anytime soon. The curriculum used in most private schools is either American or British, and the school year is essentially the same as in North America. For the most part, students in private schools are motivated to obtain good grades. Many students receive private tutoring from western teachers and this is a huge source of extra income for teachers.

Kuwait is a country full of contradictions. On the one hand you have a country that has been influenced heavily by the American presence while, on the other hand, still trying to maintain roots to its rich past. Many women still cover in traditional Muslim dress, while others dress in western attire. Women, just recently, were granted the right to vote. While this may well seem out of date, it is progress in a country coming to terms with where it wants to be in the future.

It will be important for schools in Kuwait to understand what motivates teachers to work in Kuwait and what private schools will need to do in order to continue to provide a quality education to young Kuwaitis.

Personal Background

I have worked and lived in Kuwait for nine years and have found it to be a unique and challenging place. I spent my first three years teaching in a private school and the past six years in administration. I have seen many teachers come and go and have

discussed with many of them (exit interviews) their reasons for leaving. As I went into the research study, I realized that it would be difficult to forget the many conversations I have had, both formally and informally, with teachers in Kuwait. I also realized that for this research to have any validity or creditability, it would be absolutely necessary that I do just that. I had built an excellent relationship with many teachers and I felt that given this, teachers would respond to my study in a positive way.

Assumptions

It is assumed that participants in this study will respond honestly to the survey.

Delimitations

The boundaries for this study will be one school with three divisions. All participants will either be Canadian or American teachers currently working in Kuwait. The data collected will seek only to determine why these participants decided to work overseas and, in particular, Kuwait.

Limitations

It should be understood that given the small sample of teachers participating in the survey, one should not readily generalize the conclusions drawn.

Overview of the Thesis

The purpose of this study was to examine the motivation behind why some teachers from the United States and Canada seek teaching opportunities overseas and, in particular, why they choose Kuwait. As globalization continues at a rapid pace and the need to educate an increasing number of people continues, countries from around the world, particularly in Asia and the Middle East, have seen a dramatic increase in the need for teachers. The research seeks to answer questions surrounding the motivation behind the willingness to leave one's home country and travel abroad. Seeking answers to questions like what factors did teachers take into account when deciding to teach overseas and what factors led them to Kuwait dominate the research.

Chapter one of the thesis outlines the statement of the problem, the significance of the study, defined terms, the context outline of the study and addressed assumptions and limitations. Chapter two provides a literature review of research that guides the thesis. The research centers around four metaphors used to help break down the research and provide a framework from which to proceed. These metaphors are explorer, refugee,

mercenary and architect. Chapter three identifies the research methods used and why they were selected. The chapter also addresses ethical considerations that were addressed before the data collection began. Chapter four is the presentation of the research findings while Chapter five is a discussion of those findings. Finally, Chapter six will answer the research questions and examine the implications of the research.

CHAPTER TWO

Literature Review

Introduction

The purpose of the review of literature presented in this chapter is to provide background knowledge for the framework of the research. The review of the literature seeks to discuss why American and Canadian teachers have, and continue to, seek teaching opportunities abroad. The sequence of the review will follow along Richardson and McKenna's (2002) use of 4 metaphors; the teacher as an explorer, a refugee, a mercenary and architect. The review will examine the research on why some teachers leave the teaching profession and what factors some consider when deciding to teach overseas. The research will then be placed in the context of demographic information relative to teachers who teach overseas and finally the relationships that exist, if any, between the metaphors and the demographic data will be examined.

In order to gain insight into what motivates teachers to teach in Kuwait, it will be necessary to determine what first motivates them to seek teaching opportunities overseas. Richardson and McKenna (2002) concluded that there is "little doubt that expansion of the global economy had led to increasing levels of expatriation" (p. 67). With the new global economy and new emerging markets, nations that were at the peripheral of economic activity have now moved into the forefront of economic prosperity. With this new found wealth and economic activity, the need to educate their population is seen as a means of securing economic growth. The need for qualified teachers and instructors has substantially increased in many parts of the world and, by all accounts, there is no shortage of Canadians and Americans willing to fill the need. Even with teacher shortages in many jurisdictions (McIntyre, 2000), thousands of North American teachers are leaving behind family and friends and seeking opportunities in far away land.

Opportunity for Travel: Explorer

Richardson and McKenna (2002) concluded in their study that "for many taking part in this study expatriation was driven not by a desire to enhance their career opportunities but to explore more of the world" (p. 70). The findings of two government sponsored research studies that examined why teachers went abroad would seem to

support this conclusion. Dewar (2000), in her summary of a New Zealand government study, concluded that 62% of Canadian teachers working in New Zealand said their decision to teach overseas was “influenced by the opportunity to travel” (p. 6) and that over 54% of teachers from Australia and England indicated that their desire to teach overseas was that “the opportunity to travel had influenced their decision” (p. 6). An Australian Senate (2003) report examining the factors behind why so many teachers were seeking employment overseas concluded that “travel opportunities were frequently cited as reasons for going abroad” (p. 2). The New Zealand and Australian studies gathered their data by interviewing teachers who, in the case of New Zealand, sought teaching opportunities in that country, while the Australian report focused on teachers leaving the country to work overseas. In his submission to the Australian Senate Committee, Elliott (2002) concluded that many teachers “were attracted to overseas teaching because it is a characteristic of the adventurous spirit of Australian teachers” (p. 4). If travel was seen as a motivating factor to teach overseas, was money also important?

Opportunity for Financial Gain: Mercenary

Some existing research suggests that money may not be a motivating factor in the decision to teach overseas. Richardson and McKenna (2002) concluded that only three of its thirty participants cited financial gain as the dominant factor in their decision to work overseas. However, the study concluded that when participants went overseas, depending on the situation, money played a role in their decision to stay. The New Zealand survey findings did not register money as a factor in the decision making process. It would seem that these findings are out of step with much existing research. Broman (2000) suggests that the financial gains of teaching overseas are great and that teachers do take into consideration this fact when choosing where to teach. He reports that most “overseas teachers can save anywhere from \$5,000 to \$45,000 dollars a year” (p. 1). Elliott (2002) concluded that teachers were “attracted to overseas teaching opportunities where salaries are higher than in Australia” (p. 4) and suggests that high salaries, coupled with incentives, “including airfare and rental assistance” (p. 4) has resulted in thousands of teachers leaving to teach overseas. Gillies found that large schools found it easier to “attract teachers due to the greater salary and benefit incentives” (p. 399). Gillies’ conclusion would seem to suggest that when teachers are reviewing their options, larger

schools are able to offer a better recruitment package and thus are in a better position to recruit teachers.

Chuan and Atputhasamy (2000) concluded in their study of 680 student teachers in Singapore that teachers entered the profession for essentially three reasons; extrinsic-remuneration and other benefits; intrinsic- enjoyment of teaching; and altruistic- making a difference to young lives, with altruistic motivations being at the top followed by extrinsic considerations. A similar study conducted by Papanastasiou and Papanastasiou (1997) comparing the motives of education students in both Pennsylvania and Cyprus arrived at similar conclusions. Extrinsic factors did play a role in the students' decision to enter the teaching profession, with this being the strongest amongst students from Cyprus (Papanastasiou & Papanastasiou, 1997).

The existing research would seem to suggest that money was a factor in the decision to enter the teaching profession. If this is the case then is it logical to conclude that financial gain is a factor in deciding whether or not to teach overseas? The third metaphor addresses the need for career advancement opportunities and professional development.

Opportunity for Career Advancement: Architect

Career experience and advancement are often cited as reasons some teachers seek overseas teaching positions. Bahr (1998) suggested that new teachers who may find that first job elusive seek overseas jobs in order to make them more competitive in their home country and that "these first-year teachers are not only adding new words to their vocabulary, they're adding classroom teaching experience to their resume" (p. 5). Richardson and McKenna (2002) drew a similar conclusion in their study and commented, "while it may not have been a primary motivator to go, the extent to which their overseas appointment contributed towards their own career development emerged as an important issue" (p. 72). In the New Zealand study, almost 40% of respondents in the secondary sector listed gaining teaching experience as the overriding factor that influenced their decisions to teach abroad (Dewar, 2000). Bob Whitmore (1999), President of International Employment Resources, Inc., indicates that "overseas experience can be a fast track to career advancement" (p. 1). Broman (2000) asserts that career opportunities present themselves more readily than perhaps would otherwise be the

case, with “many overseas administrative positions chosen internally; and the 10%-25% turnover rate experienced by many schools means good overseas jobs in supervision will be available” (p. 2). The Australian Senate Commission (2003) reported that 40% of respondents indicated that their decision to teach overseas was motivated by a desire to seek experience and professional development (p. 3). The final metaphor seeks to understand the need to escape personal issues as a driving force behind wanting to teach overseas.

Opportunity to Escape: Refugee

There is little research that deals with the overseas teacher as a refugee. Richardson and McKenna (2002) conclude that “while reasons for escape varied, there was a general feeling that respondents were in search of a better personal and/or professional life” (p. 71), and that by expatriation participants could seek refuge from situations, relationships or experiences associated with living in Britain (p. 71). Perhaps the reason so little research exists on this particular facet is that it would mean some teachers admitting that they were running away from something. It is unlikely that many would so readily admit this. One expat teacher working in Africa quotes a fellow colleague who labeled expat teachers as “rejects of the West” (Pitiful Expats, 2005). While this is harsh, it nevertheless leaves one wondering, who are overseas teachers? Armitage and Powell (1997), in their examination of effective recruitment practices for overseas educators, suggested that “some intending expatriates want to make a fresh start, to try to save a failing marriage or after a divorce” (p. 506).

Richardson and McKenna’s (2002) framework of grouping the data using four simple metaphors- explorer, refugee, mercenary and architect is a useful means in which to conduct the research. Similar research would support this conclusion. A survey conducted by the British National Union of Teachers in 2004 found that almost half of those working overseas were doing so for financial or traveling reasons while over a quarter were doing so for the teaching experience. Studies in New Zealand and Australia also support the notion that money, travel and experience were at the heart of what motivates teachers to seek teaching opportunities overseas. Research has been conducted to determine why teachers leave the profession. The conclusions appear to be in direct correlation with why many teachers seek overseas opportunities.

Why Teachers Leave Teaching

Research has been conducted that explores the reasons why teachers, in both Canada and the United States, left or were considering leaving the teaching profession. It is important to fully understand why some teachers may pursue their careers overseas. It is important because many teachers leave the profession but still very much enjoy working with students and what some teachers seek they may well find overseas. Dagenhart (2005) conducted a large survey of 748 North Carolina teachers to determine what it was that they disliked about teaching and what factors might cause them to leave the profession. The research indicated that professional needs were important for job satisfaction and those included: “more planning time, support and respect as a professional; adequate materials and supplies; administrative support and leadership; and time and financial support for professional development and study” (p. 2). When asked about the most important changes needed, the results showed the following: “smaller class size; more planning time; less standardized testing; adequate materials and supplies; and principal’s support with discipline” (p. 5). Another study (Tennessee Department of Education, 2002) asked the question; “Why are teachers leaving the classroom?” The study showed that the top three reasons teachers there were leaving the profession were: child rearing, lack of support from administration and dissatisfaction with salary and benefits (p. 3). In a comprehensive study of teachers across the United States, Richard Ingersoll (2001) found that poor salary, lack of student motivation, inadequate administrative support, student discipline problems and inadequate planning time were the reasons most cited in the decision to leave the profession (p. 500). This research is important in order to gain a complete picture of why teachers leave the profession and whether or not some of these disgruntled teachers seek opportunities abroad.

In direct contrast, conditions in many overseas jurisdictions seem to offer teachers relief from the conditions that drive so many away from teaching. Moradi (1987) described working conditions for teachers working in South Asia as follows: “Teachers live in 100% subsidized housing facilities, most of the students perform above average on standardized tests, discipline and violent acts by students are almost nonexistent, and most students are college bound” (p. 16). In a comparative analysis, Horton (1987) compared U.S teachers with overseas teachers and concluded that teachers working

abroad had strong ties to the school and felt respect from the community in which they lived (p. 17). Armitage and Powell (1997) suggest that common reasons for considering overseas work are “dissatisfaction with one’s present job or receiving a low salary” (p. 506), and “a desire to broaden one’s professional experience” (p. 506).

While there is scant research that makes a direct connection, there is some evidence that those who have grown tired with the situation at home do seek overseas teaching opportunities. Major recruitment companies, TIE Online for example, use many of the points contained in research to lure teachers overseas. For example, in one of their many publications (nd), they cite excellent tax free salaries, small class sizes, and excellent facilities. Broman (2000) suggests that overseas schools provide greater staff development opportunities and a better chance for career advancement. Moradi and Horton’s (1987) research suggests that overseas teachers fare much better than their counterparts in America, based on what American teachers say is important to them, and that some do, in fact, leave the United States to pursue their career overseas.

Where to Teach?

While the research in understanding the motivation of teachers to work overseas is adequate, there is a significant gap in research that explains the reasons for the specific country overseas teachers choose to work in. While New Zealand and Britain have undertaken studies that seek these answers, most countries do not promote themselves. For example, why would any teacher seek teaching opportunities in the Middle East? According to James Woods (nd), most of the potential candidates for teaching positions in the Middle East are what he calls “professional, career types”. They are, for the most part, different from those seeking positions elsewhere. “We simply do not get the ‘adventure’ teacher drifting through, the artist who teaches so they can write, paint etc (p. 1).” He suggests that the reason for this is that “it is so expensive to live here (Middle East) and it presents no bohemian image-except to desert adventurers (p. 1).” Woods suggests that money is a motivating factor for some teachers yet these still tend to be the professional type of teacher. When they get in country, they expect the “the curriculum, the teacher support, the opportunities for advancement and development, the student body and general working conditions” (p. 1) to be satisfactory or better. Are these the factors that attract teachers to the State of Kuwait?

Demographic Information

An analysis of the literature suggests that teachers are motivated to enter the profession for extrinsic (remuneration and benefits) reasons (Atputhasamy & Chuan, 2000), leave the profession for extrinsic reasons (Ingersoll, 2001) and decide to teach overseas for financial gain (Australia Senate Report, 2003). In many of the articles reviewed, working conditions and workload were also cited as reasons teachers leave the profession. Is it possible that younger teachers enter the field of teaching not fully understanding their role and the expectations placed on them? Is it likely that after experiencing the classroom for a period of time, many were not prepared to put forth the necessary effort and time needed to be successful? Is it plausible that some teachers go abroad because they wish to escape the demands of teaching and they believe they can make a fast buck? Overseas teachers, in past studies, have indicted that one reason for seeking opportunities abroad was financial, although some research, namely that conducted in New Zealand (Dewar, 1998), suggests that money was not a major factor. The key to understanding this contradiction may well lie in the demographic information of the participants. With the exception of the New Zealand study, data is rather limited and no study or article reviewed drew a connection between the motivation to teach abroad and the age of the teacher. In the New Zealand study, Canadian teachers were the youngest group, with the average age being 29. The same study also found that 62% of those teachers were working in New Zealand because of the opportunity to travel (Dewar, 2000). The same results applied to Australian teachers with a “third of them being under 25 years of age (p. 2) and 54% indicating that the opportunity to travel was a motivating factor in their decision to teach in New Zealand” (p. 2). By contrast, South African and British teachers tended to be older than their Canadian and Australian counterparts and indicated that they were motivated to work in New Zealand because they intended to emigrate due to the lifestyle afforded them in New Zealand (p. 2). The New Zealand study also found that Canadian and Australian teachers tend to have much less teaching experience than their South African counterparts (p. 4). Given that this study was commissioned in 1998 in the middle of a massive teacher surplus in many jurisdictions in Canada and Australia, it would seem to make sense that Canadian and Australian teachers decided to gain some experience while at the same time see different parts of the world.

Factors such as age, number of years of teaching experience, personal debt, marital status, dependents and career ambitions, require examination in order to understand what motivates some teachers to work overseas. Current research does not, to any great degree, draw connections between these factors and that has hampered an understanding of what motivates teachers to work abroad. If teachers are asked the question, “why do you teach overseas?” and the majority cite money as the main factor, it is important to know the age range of the participants given perspectives of younger and older teachers are very different. It would also be important to know if they have children, if they have personal debt, and certainly what their future plans were.

The research on what motivates teachers to teach in Kuwait seeks data on these factors as a means of understanding the motivation behind choosing Kuwait as a place to work and live. Quality research should not only tell us what the respondents say but also make clear why they say it.

Present research seems to suggest that teachers seeking opportunities overseas can be grouped into four categories; those seeking adventure, those after monetary gain, those looking to advance their career and those who wish to escape from personal or professional problems. It is these categories that drive the research being conducted into why North American teachers teach overseas and why some have selected Kuwait.

Current research suggests that the use of Richardson and McKenna’s (2002) metaphors is an appropriate means in which to move forward in seeking answers to the questions surrounding what motivates teachers to teach overseas. Most of the research identifies these same metaphors, not by name, but by definition. Chapter three examines the methodology used to gather data and how these methods help in finding the answers to the research questions that drive this study.

CHAPTER THREE

Research Methods

Introduction

In this chapter, the research methodologies are discussed and the research methods described. The purpose of this study was to examine reasons behind why teachers seek overseas teaching positions and in particular why they choose Kuwait. Four questions guided the research.

1. What factors did teachers take into account when deciding to teach overseas?
2. What do teachers hope to gain by teaching overseas?
3. What factors did teachers consider when deciding to teach overseas? and
4. What factors keep them in Kuwait?

A survey research methodology was chosen for the research. Survey methodology was chosen for this study because it enabled the researcher to obtain accurate information for larger numbers of people from a small sample (McMillan & Schumacher, 2006), in this case the teachers in one private school in Kuwait. The survey, consisting of thirty likert-scaled items and five open-ended items, is described below. An existing survey was used that had established “reliability and validity” (p.195).

Description of the Survey

Data for the study were collected through the use of a thirty item survey entitled, *A Survey of Ex-Patriot Teachers in Kuwait* (Appendix B and C) which included thirty statements responded to using a four-point likert-scale and 5 open-ended questions. The scale responses ranges from strongly agree (assigned a 1) to strongly disagree (assigned a 4). The survey was adopted from earlier research by Strong (2001) entitled *Ontario Teachers' Reasons for Choosing to Teach Outside of Canada*, which sought to address why Ontario teachers left the province to teach overseas. A small pilot study was conducted to check the content of the survey and clarity of questions. The pilot study was based on a jury of 6 persons, and was useful in clarifying and rewording some of the survey items and correcting grammatical errors.

The thirty likert-scale items were modified to reflect a more specific attempt to see why teachers from both Canada and the United States sought teaching opportunities overseas and more specifically, Kuwait. The open-ended questions sought more detailed

information about why teachers made certain decisions. It provided them an opportunity to expand on questions found within the questionnaire. The survey and open-ended questions centered on the four metaphors, the explorer, the refugee, the mercenary, and the architect, which guided the research on why teachers choose to teach overseas.

Four metaphors of expatriation

Four of the survey questions focused on the metaphor of the explorer. They included learning about a new culture, adventure as a significant factor, opportunity to travel and the opportunity to teach in Kuwait. Eight of the survey questions focused on the metaphor of the refugee. They included teacher workload in the home country, workload in Kuwait, respect for teachers in the home country and in Kuwait, satisfaction with planning time, and the search for a future spouse. Six of the survey questions focus on the metaphor of the mercenary. They dealt with salary and benefits in the teachers' home country and in Kuwait. Five of the survey questions focus on the metaphor of the architect, and dealt with career and professional development opportunities both in the teachers' home countries and in Kuwait.

Demographic variables

Demographic variables, including age, marital status, nationality, level of personal debt, gender, and marital status were used to develop a clearer picture of the participants.

Selection of Participants

Participants for this study were selected on a voluntary basis from the teachers at a Kuwait private school with a population of 1745 students and 200 faculty members. The researcher was seeking at least fifty participants from among the North American faculty. Participation in the research was voluntary, and each participant was required to sign a consent letter (appendix C). A clear explanation of what participants could expect during the process was provided in the letter.

Ethical Considerations

Trochim (2002) identified a number of key phrases that best addressed the system of protection for research participants. They included "voluntary participation, informed content, risk of harm, confidentiality, and anonymity" (p.2). For the purpose of this proposal, addressing each key phrase and how data collection would conform to the system of protection seems appropriate.

The first and most important point was that participation in this study would be strictly **voluntary**. Teachers were asked to take part, but only those interested were invited to attend a special faculty meeting. Before beginning the process of seeking participants, an information letter was sent to all potential participants informing them of the nature of the study, why it's being conducted and the nature of their involvement. Those teachers willing to take part attended a special faculty meeting where **informed consent** was sought. Each participant was asked to sign a letter of consent (see appendix C). Given that I am a member of the school administration, it was critical that no teachers felt there was a **risk of harm** if they took part or not. It was made clear that no member of the administration, other than the researcher, would ever see any part of the questionnaire once it had been completed by the participant. Teachers were informed that not taking part in the study would in no way reflect on them in a negative way, in the eyes of the administration. Furthermore, no teachers would be asked to identify themselves on the questionnaire or information sheet, thus guaranteeing their **confidentiality** and **anonymity**. When teachers completed the questionnaire and demographic information sheet they were coded with a number and no further information was sought of the participants. The letter of information, explaining the nature of the research, can be found in Appendix A. The guidelines for this study are those outlined in the *Ethics Procedures and Guidelines for Research Involving Humans*, issued by the Research Ethics Board, Lakehead University (2004). The letter of information and consent letter were in compliance with the guidelines and regulations set out in that document. Furthermore, there were no known risks to the participants and no form of deception was used in the gathering of data.

Research Procedures

Data Collection

Data for the study were collected using the thirty-item survey entitled, *A Survey of Ex-Patriot Teachers in Kuwait*. In order to collect the data, the researcher conducted an information meeting for faculty in the school library to explain the focus of the study and research procedures. The researcher explained the ethical considerations and informed teachers that, should they chose to participate in the research, they were free to withdraw at any time, and clearly described the procedures on how and when to complete the

survey. Teachers from each of the three divisions were then invited to complete surveys and information sheets at staff meetings in the school. Surveys were administered anonymously by three of the researcher's colleagues without the researcher being present. Completed surveys were sealed in unmarked brown envelopes and given to the researcher anonymously.

Data Analysis

Upon receiving the completed surveys, the researcher separated the thirty likert-scaled items from the five open-ended items and the demographic information and assigned corresponding numbers to each of the surveys and the related open-ended questions and demographic information. The likert-scaled items, demographic items and open-ended questions were checked for missing data. Data files were then created for each of the three survey components. Separate data files were then created for the thirty likert-scale items and the demographic items using the SPSS data creator.

The likert-scale items were analyzed using the SPSS. A frequency test or descriptive analysis was run to ensure goodness of fit and that the data collected were correct. Correlations were then computed using the survey items that represented the four metaphors that guided the research. Cross tabulations were used to describe the demographic responses to the thirty survey items.

The open-ended questions were analyzed on a question by question basis. Responses to each question were analyzed by identifying the themes that emerged from the data, a process known as coding. Categories were identified by words, phrases or experiences that were similar and could be grouped into one category.

CHAPTER FOUR

Presentation of Findings

Introduction

The findings of the study are presented in this chapter. In the first section, the description of the participants is presented. In the next section, an analysis of the survey and the findings are presented.

Description of Participants

The participants in the study were a group of 51 American and Canadian teachers currently teaching at a private school in Kuwait. A description of the participants is provided in Table 1.

Table 1

Description of Participants Item	Frequency	Percent
Age of Participant		
20-29	8	15.7
30-39	25	49.0
40-49	10	19.9
50-59	6	11.8
60+	2	3.9
Marital Status		
Single	26	51.0
Married	17	33.3
Divorced	7	13.7
Widowed	1	2.0
Country of Origin		
Canada	22	43.1
United States	29	56.9
Years of Experience		
1-5	13	25.5
6-10	17	33.3
11-15	12	23.5
16-20	3	5.9
20+	6	11.8
Gender		
Female	35	68.6
Male	16	31.4
Personal Debt		
\$1000-9,000	8	15.7
\$10,000-19,000	8	15.7
Over \$20,000	6	11.8
None	29	56.8

Thirty-three of the fifty-one teachers (64.7%) who took part in this research were under the age of 40 years. Twenty-nine of the fifty-one teachers (56.9%) were American,

thirty-five of the fifty-one (68.6%) were female. The majority of teachers (58.8%) had between 1 and 10 years experience, one third (33.3%) had between 5 and 10 years of experience, and twenty-nine of the fifty-one teachers (56.8%) had no personal debt. The full summary of survey findings is presented in Table 2.

Table 2: Summary of the Responses of the Survey of Ex-patriot Teachers in Kuwait

Item	SA	A	D	SD	Missing
I think I could find a job in another country overseas.	35(68.6)	11(21.6)	4(7.8)	1(2.0)	0(0)
Learning about a new culture was a significant factor in my decision to work overseas.	20(39.2)	21(41.2)	6(11.8)	4(7.8)	0(0)
Learning a new language was a significant factor in my decision to work overseas.	3(5.9)	12(23.5)	28(54.9)	8(15.7)	0(0)
Salary was a significant factor in my decision to work overseas.	23(45.1)	22(43.1)	3(5.9)	3(5.9)	0(0)
Adventure was a significant factor in my decision to work overseas.	31(60.8)	18(35.3)	2(3.9)	0(0)	0(0)
There are more opportunities for professional development overseas than back in my home country.	3(5.9)	7(13.7)	25(49.0)	16(31.4)	0(0)
There are more opportunities for career advancement overseas than in my home country.	6(11.8)	17(33.3)	23(45.1)	5(9.8)	0(0)
Learning different approaches to teaching was a factor in my decision to work overseas.	3(5.9)	19(37.3)	24(47.1)	5(9.8)	0(0)
A search for a future spouse was a motivating factor in my decision to work overseas.	2(3.9)	4(7.8)	11(21.6)	34(66.7)	0(0)
Financial incentives and benefits were a significant factor in my decision to work overseas.	21(41.2)	19(37.3)	6(11.8)	5(9.8)	0(0)
A chance to travel was a significant factor in my decision to work overseas.	35(68.6)	13(25.5)	2(3.9)	1(2.0)	0(0)
Teacher workload in my home country was a factor in my decision to work overseas.	5(9.8)	18(35.3)	25(49.0)	3(5.9)	0(0)
Knowing someone with international work experience was a significant factor in my decision to work overseas.	12(23.5)	16(31.4)	13(25.5)	10(19.6)	0(0)
If I returned to my home country I would be able to find a job.	28(54.9)	18(35.3)	3(5.9)	3(5.9)	0(0)
I was satisfied with the salaries offered in my home country.	7(13.7)	18(35.3)	19(37.3)	7(13.7)	0(0)
I was satisfied with the benefits offered to teachers in my home country.	16(31.4)	19(37.3)	13(25.5)	3(5.9)	0(0)
Table 2. Continue					
I was satisfied with the workload in my home country.	3(5.9)	18(35.3)	22(43.1)	8(15.7)	0(0)

I felt there were good professional development opportunities in my home country.	19(37.3)	26(51.0)	6(11.8)	0(0)	0(0)
I felt there were good opportunities for career advancement in my home country.	9(17.6)	22(43.1)	19(37.3)	1(2.0)	0(0)
Teachers are well respected in my home country.	4(7.8)	25(49.0)	17(33.3)	5(9.8)	0(0)
Salary was a significant factor in deciding to work in Kuwait.	25(49.0)	15(29.4)	7(13.7)	4(7.8)	0(0)
The teaching load was a factor in my decision to work in Kuwait.	10(19.6)	12(23.5)	24(47.1)	5(9.8)	0(0)
I feel there are good career advancement opportunities in Kuwait.	3(5.9)	27(52.9)	18(35.3)	3(5.9)	0(0)
Teachers are well respected in Kuwait.	3(3.9)	25(49.0)	17(33.3)	7(13.7)	0(0)
Benefits were a significant factor in my decision to work in Kuwait.	5(9.8)	27(52.9)	14(27.5)	5(9.8)	0(0)
The opportunities for travel was a significant factor in my decision to work in Kuwait.	32(62.7)	15(29.4)	4(7.8)	0(0)	0(0)
Knowing someone in Kuwait was a significant factor in my decision to work in Kuwait.	9(17.6)	12(23.5)	8(15.7)	22(43.1)	0(0)
If I left Kuwait, I am confident that I could find another teaching job overseas.	34(66.7)	13(25.5)	4(7.8)	0(0)	0(0)
I am satisfied with the workload in Kuwait.	14(27.5)	25(49.0)	9(17.6)	3(5.9)	0(0)
I am satisfied with the planning time in my school.	19(37.3)	23(45.1)	6(11.8)	3(5.9)	0(0)

Correlations

Pearson's r was used to test for correlations among the thirty variables from the survey. More specifically, the Pearson *r* was used to determine any relationships that existed between variables that related to explorer, mercenary, refugee, or architect, the four metaphors that guided the study. The results of the correlations are provided in Table 3.

Table 3.

Item	Salary was a significant factor in my decision to work overseas.	Adventure was a significant factor in my decision to work overseas.	There are more opportunities for professional development overseas than in my home country.	There are more opportunities for career advancement than in my home country.	I was satisfied with the salaries offered in my home country.	Salary was a significant factor in deciding to work in Kuwait	The opportunity for travel was a significant factor in my decision to work overseas.	Teacher workload in my home country was a factor in my decision to work overseas.	Learning a new culture was a significant factor in my decision to work overseas.	A chance to travel was a significant factor in my decision to work overseas.	A chance to travel was a significant factor in my decision to teach overseas.	The teaching workload was a factor in my decision to teach in Kuwait.
I think I could find a job...												
Learning about a new culture...	.367**											
Learning a new language....										.449**		
Salary was a significant factor...							.637**					
Adventure was a significant factor...										.367**		
There are more opportunities for...			.442**									
There are more opportunities for career advancement overseas than in my home country.	.388**											
Learning different approaches to...												
A search for a future spouse was...												
Financial incentives and benefits were a significant factor in my decision to work overseas.												
A chance to travel was a significant factor in my decision to work overseas.							.588**					
Teacher workload in my home country was a factor in my decision to work overseas...						-.547						.678**
Knowing someone with international work...												
If I returned to my home country I would be able to find a job.												
I was satisfied with the salaries offered in my home country.	.291**											
I was satisfied with the benefits offered to teachers in my home country.							-.529					
I was satisfied with the workload in my home country.									-.547			
I felt there was good professional development opportunities in my home country.			-.415									
I felt there were good opportunities for career advancement in my home country.												
Teachers are well respected in my home country.												
Salary was a significant factor in deciding to work in Kuwait.	.637**		.388**			-.529						
The teaching load was a factor in my decision to work in Kuwait.							.529**				.678**	
I feel there are good career advancement opportunities in Kuwait.			.416**									
Teachers are well respected in Kuwait.												
Benefits were a significant factor in my decision to work in Kuwait.	.483**							.508**				
The opportunity for travel was a significant factor in my decision to work in Kuwait.												.588**
Knowing someone in Kuwait was a significant factor in my decision to work in Kuwait.												
If I returned to my home country I would be able to find a job.												
I was satisfied with the salaries offered in my home country.												
I was satisfied with the benefits offered to teachers in my home country.												

Twelve variables were identified as being ones where the strongest relationships exist and where it was easiest to identify a relationship between the variables and the metaphors. Those variables include:

- A= Salary was a significant factor in my decision to work overseas.
- B= Adventure was a significant factor in my decision to work overseas.
- C= There are more opportunities for professional development overseas than in my home country.
- D= There are more opportunities for career advancement than in my home country.
- E= I was satisfied with the salaries offered in my home country.
- F= I was satisfied with the workload in my home country.
- G= Salary was a significant factor in deciding to work in Kuwait.
- H= The opportunity for travel was a significant factor in my decision to work overseas.
- I= Teacher workload in my home country was a factor in my decision to work overseas.
- J= Learning a new culture was a significant factor in my decision to work overseas.
- K= A chance to travel was a significant factor in my decision to work overseas.
- L= The teaching workload was a factor in my decision to teach in Kuwait.

A closer examination of the survey items related to the four metaphors is reported in the next section.

Four Metaphors for Expatriation

The Explorer

A summary of the survey items dealing with the explorer is presented in Table 4

Table 4

Summary of Responses to the Survey of Ex-patriot Teachers in Kuwait related to Explorer

Item	SA	A	D	SD	Missing
Learning about a new culture was a significant factor in my decision to work overseas.	20(39.2)	21(41.2)	6(11.8)	4(7.8)	0(0)
Adventure was a significant factor in my decision to work overseas.	31(60.8)	18(35.3)	2(3.9)	0(0)	0(0)
A chance to travel was a significant factor in my decision to work overseas.	35(68.6)	13(25.5)	2(3.9)	1(2.0)	0(0)
The opportunity to travel was a significant factor in my decision to work in Kuwait.	32(62.7)	15(29.4)	4(7.8)	(0)	(0)

The findings in the table suggest that the opportunity for travel and adventure was a motivating factor to the participants' desires to work overseas. Ninety-five percent of participants indicated that adventure and travel was a factor. The ideas of adventure, learning a new culture, and the opportunity for travel have positive correlations when these factors are compared with questions about the motivation for teaching overseas. Correlations exist between the variables that sought data on the notion of teachers as explorers.

Demographics

Age. Sixty-five percent of respondents to the statement on learning about a new culture were aged 20 to 39 while 35% were over the age of 40. Seventy-two percent of those under the age of 40 indicated that learning about a new culture was a factor in their decision to work overseas while 94% of those over the age of 40 agreed with the statement that adventure was a significant factor in their decision to work overseas. Respondents were asked about adventure as a reason for traveling overseas and 91% of those under the age of 40 agreed or strongly agreed with this statement, while 100% of those over the age of 40 indicated adventure as a key factor in their decision to work overseas. The results were similar when respondents were asked about the opportunity for travel. Ninety-four percent under the age of 40 agreed or strongly agreed with this statement while 94% of those over the age of 40 indicated that the opportunity for travel was a factor in their decision to work overseas. When the survey questions focused on Kuwait as an overseas destination, the results remained constant. Ninety-four percent of those under the age of 40 indicated that the opportunity for travel was a factor in their decision while 89% of those over the age of 40 indicated that Kuwait was chosen for its geographic location.

Marital Status. Eighty-eight percent of single teachers indicated that learning about a new culture was a factor in their decision to teach overseas while 76% of married teachers cited this opportunity as a factor in teaching overseas. Sixty-five percent of married respondents indicated that they strongly agreed with the notion that adventure was a significant factor in their decision to teach overseas. Seventy-three percent of respondents strongly agreed with the idea that travel was a significant factor in their decision to teach overseas while 76% strongly agreed with this statement. When

respondents were asked about the opportunity to travel and their decision to teach in Kuwait, the responses remained constant. Seventy-three percent of single respondents strongly agreed with the statement while 59% of married respondents suggested that travel opportunities were a factor in selecting Kuwait.

Country of Origin. Twenty-seven percent of Canadian teachers strongly agreed with the statement that learning a new culture was a factor in their decision to work overseas, while 48% of American teachers strongly agreed with this statement. One-hundred percent of Canadian teachers indicated that they agreed or strongly agreed with the statement that adventure was a factor in their decision to teach overseas while 93% of American teachers indicated that they agreed or strongly agreed with this statement. The numbers were similar when participants were asked about the chance for travel as a factor in working overseas. Ninety-five percent of Canadian teachers agreed or strongly agreed with this statement while 93% of American teachers agreed or strongly agreed. When respondents were asked about Kuwait as a desired location, the participant responses were constant. Ninety-five percent of Canadians indicated they selected Kuwait because of the travel opportunities, while 93% of American teachers indicated they selected Kuwait because of the travel opportunities presented.

Years of Experience. Sixty-nine percent of those with 1-5 years experience indicated that they wanted to learn about a new culture, 82% of participants with 6-10 years of experience indicated this as a factor, 75% of those with 11-15 years experience responded positively to this statement while 100% of those participants with 16 and more years of experience agreed or strongly agreed with this statement. The findings reveal similar responses when participants were asked directly about traveling or adventure with 92% of participants with 1-5 years experience, 94% with 6-10 years of experience, 100% of participants with 16 years and more of experience agreeing or strongly agreeing with the statement that adventure was a factor in their decision to work overseas. The numbers are similar when participants were asked about a chance to travel as a reason for working overseas. When the question asked specifically about Kuwait, the findings remained constant. Ninety-two percent of participants with 1-5 years experience, 88% with 6-10 years experience, 100% with 11-20 years experience and 83% with 20 years or more, agreed or strongly agreed with this statement.

Gender. Eighty percent of female teachers indicated that they work overseas in order to learn a new culture, while 81% of male teachers indicated the same. When asked about the opportunity for adventure, 94% of female teachers and 100% of male teachers agreed or strongly agreed with this statement. The responses were similar when asked about the chance for travel. Eighty-eight percent of female teachers agreed or strongly agreed with this statement while 100% of male teachers said they chose Kuwait because of the opportunities for travel.

Personal Debt. Ninety-two percent of teachers with personal debt over \$1000 indicated they sought overseas opportunities because of the chance for adventure. One-hundred percent of those teachers with no personal debt indicated that the chance for adventure was a factor in their decision to work overseas. The findings are similar when participants were asked about the chance to travel. Learning about a new culture was a factor in seeking overseas opportunities. Ninety percent of all participants indicated that they agreed or strongly agreed with this statement.

Correlations

An interpretation of the Pearson r correlation analysis among the variables suggests significant relationships between the desire to travel and teaching overseas. The findings indicate a chance to travel was a significant factor in the decision to teach overseas. A positive relationship (.588 significant at the .05 level) exists between the variables 'chance to travel' and 'the motivation to teach overseas'. A stronger relationship (.687) was found between the variables 'adventure' and 'the motivation to teach overseas'. Much weaker correlations were noted between learning about a new culture (.367), travel and seeking adventure.

Open-ended Survey Questions

When asked what factors led them to seek teaching opportunities in Kuwait, the opportunity for travel and adventure was often cited. "Two things played a role in getting me to Kuwait. First of all, the money was better than all of my other offers, so I could travel more. Second of all, it has a nice central location for seeing the world." This comment is a good summary of what most teachers' cite as reasons for choosing Kuwait. Other comments supported the conclusion that travel and adventure were important factors for teachers. One teacher said that this "part of the world I have not gotten to

explore, curiosity and adventure.” Another teacher described Kuwait as the “hub location for travel,” while still another said that teaching overseas provided them ‘the opportunity to meet new people, travel and freedom to teach.’”

While traveling and adventure were dominant themes that ran through the findings, experiencing new cultures was a factor for many teachers. “Exposure to different cultures and how education differs from country to country” and gaining “experience dealing with different cultures” were comments common in the findings. One teacher best summed up the connection between teaching and the explorer, “My reasons for working overseas are the ability to save money, more job experience in a challenging setting, travel opportunities and cultural awareness.”

The findings support the conclusion that travel and adventure was a significant factor in deciding to teach overseas. Every participant spoke of this in their free response to open-ended questions. While the need to explore is a key factor for teachers seeking overseas teaching positions, the strong desire to earn a lot of money was also a driving force. The findings would seem to suggest that, in many ways, the two are closely interconnected. The need to explore was driven by the need to earn enough money to finance their travels.

The Mercenary

A summary of the survey items dealing with the mercenary is presented in Table 5.

Table 5

Summary of Responses to the Survey of Ex-patriot Teachers in Kuwait related to Mercenary

Item	SA	A	D	SD	Missing
Salary was a significant factor in my decision to work overseas.	23(45.1)	22(43.1)	3(5.9)	3(5.9)	0(0)
I was satisfied with the salaries offered in my home country.	7(13.7)	18(35.3)	19(37.3)	7(13.7)	0(0)
Financial incentives and benefits were a significant factor in my decision to work overseas.	21(41.2)	19(37.3)	6(11.8)	5(9.8)	0(0)
Salary was a significant factor in my decision to work in Kuwait.	25(49.0)	15(29.4)	7(13.7)	4(7.8)	0(0)

Benefits were a significant factor in my decision to work in Kuwait. 5(9.8) 27(52.9) 14(27.5) 5(9.8) 0(0)

I was satisfied with the benefits offered to teachers in my home country. 16(31.4) 19(37.3) 13(25.5) 3(5.9) 0(0)

Eight-eight percent of respondents indicated that salary was a factor while 78% said that benefits and financial incentives motivated them to work overseas. When asked specially about Kuwait, 78% of respondents indicated that they chose Kuwait because of the salary and 62% said benefits were a factor in deciding to work in Kuwait. When asked if they were content with the salary and benefits offered in their home countries, 49% of responded that they were pleased with the salary and 68% said they were pleased with the benefits. Correlations exist between the variables that sought data on the idea of teachers as mercenaries. There are positive relationships between salaries and benefits and the motivation to teach overseas. In addition, the correlations suggest that teachers were not happy with salaries in their home country and this was a factor in working overseas. A demographic analysis of the findings provides further insight to whom and why money was or was not a factor.

Demographics

Gender. Ninety-one percent of females and 81% of males indicated that money was a factor in their decision to work overseas while 80% of females and 75% of males said that benefits were a factor. When asked specifically about Kuwait, the findings seemed to change slightly for females and remained constant for males. Seventy-seven percent of females indicated that salary was a factor in deciding to teach in Kuwait while 81% of males said salary was a factor in deciding on Kuwait. When asked about benefits, a dramatic shift in the numbers is evident. Seventy-one percent of females and 44% of males said benefits was a factor in selecting Kuwait.

Age. Seventy-five percent of those teachers aged 20-29 agreed with this statement while 60% of those aged 30-39 strongly agreed with the statement on salary. Sixty-seven percent of those aged 50-59 strongly agreed with this statement while 75% of those aged 40-49 agreed with the statement on salary. When specifically asked about Kuwait, the numbers remained constant. Those who strongly agreed with the notion that salary was a factor strongly agreed with the statement that Kuwait was chosen because of salary.

When it came to benefits, there was no tangible difference based on age. When it came to salary and benefits offered in the teachers' home countries, teachers in the age groups of 20-29 and 30-39 were more likely to register dissatisfaction than their counterparts in other age groups.

Country of Origin. Thirty-four percent of American teachers strongly agreed that salaries were a factor in teaching overseas, while 59% of Canadian teachers strongly agreed that salaries were a motivating factor in teaching overseas. When it came to benefits, 31% of American teachers said they strongly agreed that benefits were a factor, while 55% of Canadian teachers strongly agreed that benefits were a factor. When asked specifically about Kuwait, 64% of Canadian teachers and 38% of American teachers strongly agreed that they chose Kuwait because of salaries. When asked about the salaries and benefits offered in their home countries, 55% of Canadian teachers and 45% of American teachers said they were satisfied with home salaries, while 82% of Canadian teachers and 59% of American teachers said they were satisfied with benefits offered in their home country.

Marital Status. Ninety-six percent of single teachers agreed or strongly agreed that salaries were a factor while 81% of married teachers and 86% of divorced teachers agreed that salaries were a factor. The numbers were similar when teachers were asked about benefits. When asked specifically about Kuwait, 88% of single teachers and 71% of divorced teachers agreed that benefits were a factor in choosing Kuwait, while only 65% of married teachers said that benefits were a factor in selecting Kuwait. When asked about salaries offered in their home country, 66% of single teachers and 43% of divorced teachers were dissatisfied, while 35% of married teachers were dissatisfied with home salaries. When it came to benefits, 65% of single teachers and 57% of divorced teachers were satisfied, while 82% of married teachers were satisfied with the benefits offered in their home countries.

Years of Experience. One hundred percent of new teachers, with 1-5 years of experience, agreed or strongly agreed that salary was a factor, while 83% of those with 6-10 years agreed that salary was a factor, and 100% of those with 16-20 years of experience said salary was a factor in deciding to teach overseas. When it came to benefits, 100% of those with 1-5 years agreed that benefits were important while only

65% of those with 6-10 years experience agreed that benefits were a factor. One-hundred percent of teachers with 16-20 years agreed that benefits were important. When asked about home salary and benefits, 54% teachers in the age group of 1-5 years experience were satisfied with salaries in their home countries while only 47% of those with 6-10 years experience were please with salaries offered at home, and only 25% of those with 11-15 years of experience were satisfied.

Personal Debt. Ninety percent of teachers in this category agreed that salaries and benefits were a factor in deciding to teach overseas. When asked specifically about Kuwait, the numbers remained constant. When asked about satisfaction with home salaries and benefits, about 50% of all groups in this category were dissatisfied with home salaries and benefits.

Correlations

A significant correlation at the 95% level (2-tailed) also exists on the questions relating to salary. For example, when asked if salary was a significant factor in the decision to teach overseas, a correlation of .768 is recorded against financial incentives being a reason for teaching overseas. When the issue of salary is analyzed against the question on teachers satisfaction with salaries in their home country, a negative relationship (-.291) is recorded. The correlations are supported by the data that clearly indicates that the participants were dissatisfied with salaries in their home country and that this was a motivating factor for seeking opportunities overseas.

Open-ended Survey Questions

In free response statements that targeted the issue of salary and benefits, the majority of teachers did say that these were very important considerations. In fact, some teachers indicated that a poor salary in their home countries was a factor in working overseas. "Poor pay and heavy taxes," "poor pay and tremendous taxes" "high taxation and a modest salary" and "I couldn't afford to travel on my salary" were just a few of the comments that were made that explain teacher motivation to teach overseas. Still, others commented on the importance of making a lot of money and having tax free status. "The salary was important, being tax free," "the salary was important," an "increased salary," and the "salary was such that I could pay my bills back home and save money to boot." These comments help to provide a clear picture of what teachers considered when

deciding to teach overseas. The question becomes is this the sort of professionals international schools want?

In most professions, money and benefits are always considerations when deciding on what job to accept and, in some cases, what profession to pursue. Teaching has always been the one profession that attracts a different kind of individual. Money is not often the motivating factor behind a career in this profession. Rather, a desire to work with young minds and help develop future leaders is what drives many into teaching. Yet, with international teaching and teachers, the focus seems to drift towards money. The drive to make money is, in some cases, driven by the need to escape personal or professional situations in one's home country.

The Refugee

A summary of the survey items dealing with the refugee is presented in Table 5.

Table 5

Summary of Responses to the Survey of Ex-patriot Teachers in Kuwait related to Refugee

Item	SA	A	D	SD	Missing
Teacher workload in my home country was a factor in my decision to work overseas.	5(9.8)	18(35.3)	25(49.0)	0(0)	0(0)
The teaching load was a factor in deciding to work in Kuwait.	10(19.6)	12(23.5)	24(47.1)	5(9.8)	0(0)
Teachers are well respected in my home country.	4(7.8)	25(49.0)	17(33.3)	5(9.8)	0(0)
Teachers are well respected in Kuwait.	2(3.9)	25(49.0)	17(33.3)	7(13.7)	0(0)
I was satisfied with the workload in my home country.	3(5.9)	18(35.3)	22(43.1)	8(15.7)	0(0)
I am satisfied with the workload in Kuwait.	14(27.5)	18(35.3)	9(17.6)	3(5.9)	0(0)
I was satisfied with the planning time in my school.	19(37.3)	23(45.1)	6(11.8)	3(5.9)	0(0)
A search for a future spouse was a motivating factor in my decision to teach overseas.	1(3.9)	4(7.8)	11(21.6)	34(66.7)	0(0)

Overall, the findings support the notion that many teachers were running away from as opposed to running towards something. In this case, the escape seems to have been from working conditions in their home countries. Furthermore, it would appear that younger teachers were more dissatisfied with conditions at home than their counterparts with more experience. A demographic analysis of the findings provides further insight to whom and why the idea of escape was or was not a factor.

Demographics

Age. Teachers aged 20-29 and 30-39 were more likely to cite teacher workload as a reason why they sought teaching positions overseas. When asked if workload was a factor, 63% of those aged 20-29 and 48% of those aged 30-39 said workload was a factor. When asked if they were satisfied with the workload at home, 63% of those aged 20-29 and 64% aged 30-39 said they were dissatisfied with the workload at home. Older teachers were less likely to cite workload or dissatisfaction with workload as a reason why they sought teaching positions overseas. Only 40% of those aged 40-49 and 33% of those aged 50 and older said workload was a factor. When asked if they were satisfied with the workload in their home countries, the older the teacher, the more likely they were to say they were dissatisfied. When the questions shifted to Kuwait, younger teachers were more likely to indicate that they selected Kuwait because of the easier workload. Seventy-five percent of teachers aged 20-29 said they chose Kuwait because of the workload, while only 37% of those over the age of 30 indicated that workload was a factor in their decision to teach in Kuwait. Having taught in Kuwait, the majority of those teachers indicated that they were satisfied with the workload and planning time they received once here.

When asked if they felt teachers were well respected in their home countries, older teachers were more likely to say no than their younger counterparts. Sixty-three percent of those aged 20-29, 56% of those aged 30-39 and 60% of those aged 40-49 said they believed teachers were well respected in their home countries, while only 50% of those aged 50 and over said they believed teachers were well respected. When asked about their workload and planning time in Kuwait, the overwhelming majority of all teachers from all age groups said they were satisfied. Finally, when asked if they chose to teach overseas as a means of finding a spouse, the majority of all teachers from all groups

said this was not a factor. It is worth pointing out that those who did cite this as a factor were from the younger age groups. Six teachers indicated that they strongly agreed or agreed with this statement.

Gender. Fifty-one percent of female teachers and only 31% of male teachers said that workload in their home countries was a factor in deciding to teach overseas. When asked specifically if they were satisfied with the workload, 40% of female teachers and 44% of male teachers said they were satisfied. When the statements focused on Kuwait, 46% of female teachers said they chose Kuwait because of the workload, while 38 of male teachers said workload was a factor. The majority of both female and male teachers said they were satisfied with the workload and planning time provide to them.

When asked about respect for teachers, 57% of female teachers and 56% of male teachers said they believed teachers were respected in their home countries. When asked about respect for teachers in Kuwait, 51% of female teachers and 56% of male teachers said they believed teachers were well respected in Kuwait. Finally, when asked about seeking a future spouse, 11% of female teachers and 13% of male teachers said that it was a factor in deciding to teach overseas.

Country of Origin. When asked about workload in their home countries, 36% of Canadian teachers and 45% of American teachers said they were satisfied with the workload at home. When asked if workload was a factor in their decision to work overseas, 50% of Canadian teachers and 41% of American teachers said workload was a factor. When asked if they chose Kuwait because of the workload, 41% of Canadian teachers and 45% of American teachers said it was a factor. The majority of both Canadian and American teachers said they were satisfied with the workload experienced in Kuwait and the planning provided to them by the school.

When asked about respect for teachers, 59% of Canadian teachers and 52% of American teachers believed teachers were well respected in their home countries. When asked about respect for teachers in Kuwait, 63% of Canadian teachers and 45% of American teachers believed teachers were well respected in Kuwait. Finally, 18% of Canadian teachers and 6% of American teachers said that search for a spouse was a factor in their decision to teach overseas.

Marital Status. Thirty-eight percent of single teachers, 35% of married teachers and 57% of divorced teachers said they were satisfied with the workload in their home country. When asked if workload was a factor in their decision to teach overseas, 46% of single teachers, 47% of married teachers and 29% of divorced teachers said it was a factor. When asked if they chose Kuwait because of the workload, 46% of single teachers said they did, while 41% of married teachers and 29% of divorced teachers said they selected Kuwait because of the workload. The majority of all groups indicated they were pleased with the workload and planning time provided to them.

When asked about respect for teachers in their home countries, 50% of single teachers, 74% of married teachers and 57% of divorced teachers said they believed teachers were respected in their home country. When asked specifically about Kuwait, 50% of single teachers, 47% of married teachers and 71% of divorced teachers believed teachers were well respected in Kuwait. Finally, when asked about seeking a spouse, single, divorced and widowed teachers were more likely to say yes than their married counterparts. However, only a small number of teachers said that this was a factor.

Years of Experience. When asked if they were satisfied with the workload in their home countries, 46% of those with 1-5 years experience, 29% of those with 6-10 years experience, 50% of those with 11-15 years experience and 44% of those with more than 15 years experience said they were satisfied with the workload in their home countries. When asked if workload was a factor in their decision to teach overseas, 54% of those with 1-5 years experience, 47% of those with 6-10 years experience, 42% of those with 11-15 years experience and 33% of those with more than 15 years experience said workload was a factor in their decision to teach overseas. When asked specifically about Kuwait, younger teachers were more likely to say that it was a factor in their decision to teach in Kuwait. Sixty-two percent of those with 1-5 years experience said it was a factor, while 37% of those with more than 5 years experience said it was not a factor. The majority of teachers in all categories said they were satisfied with the workload and planning time in Kuwait.

When asked about respect for teachers, 54% of those with 1-5 years experience, 65% of those with 6-10 years experience, 58% of those with 11-15 years experience and 44% of those with more than 16 years experience said they believed teachers were well

respected in their home countries. When asked specifically about Kuwait, 38% of those teachers with 1-5 years experience, 53% of those with 6-10 years experience, 67% of those with 11-15 years experience and 56% of those with more than 15 years experience believed teachers were respected in Kuwait.

Finally, teachers with less teaching experience were more likely to say a search for a spouse was a factor in their decision to teach overseas. Only six teachers agreed with this statement.

Personal Debt. Thirty-six percent of those teachers carrying a personal debt said that they were satisfied with the workload in their home countries, while 45% of those with no debt said they were satisfied with the workload in their home countries. When asked if workload was a factor in their decision to work overseas, 45% of those with a debt and 45% of those with no debt said it was a factor. When asked if workload was a factor in deciding to teach in Kuwait, 32% of those with a debt and 45% of those with no debt indicated this was a factor. The majority of teachers in all categories indicated they were pleased with the workload and planning time provided.

When asked about respect for teachers, 59% of those with a debt and 55% of those with no debt said they believed teachers were well respected in their home countries. When asked specifically about Kuwait, 45% of those with a debt and 59% of those with no debt said they believed teachers were well respected in Kuwait. Finally, teachers with no personal debt were more likely to say that seeking a spouse was a factor in their decision to work overseas. Only 6 teachers indicated that this was a factor.

The teaching profession affords the opportunity for many to relocate, given the high demand for teachers around the world. Particularly now, with an emerging global economy and the need to educate the population in countries like China, India and parts of the Middle East, the demand has never been greater. With such a high demand, teachers living in North American are sought in ever increasing numbers. This allows many the opportunities to perhaps escape a situation at home that they are unhappy with.

Correlations.

On the issue of refugee, the data contained in the research suggests a connection between workload, planning time and teacher respect as reasons for wanting to teach overseas. A negative relationship did emerge when teachers were asked if teacher

workload in the home country was a factor in the decision to work overseas and the satisfaction of teachers with that workload (-.547). The data would support the correlations between workload in their home country and the desire to work overseas. Many teachers indicated they were dissatisfied with the workload and accountability at home. Correlations between the variables exist to support these findings. There is a correlation between teacher dissatisfaction with their job in their home country and the desire to teach overseas. Teacher workload was cited numerous times in the data and a negative relationship (-.547) exists when teachers were asked if workload was a factor in deciding to work overseas and whether or not they were satisfied with the workload in their home country.

Open-ended Survey Questions

The findings obtained from the free response questions suggest that some teachers were in fact escaping for work related reasons. Many of these dealt with workload, student behavior, teacher accountable, class sizes, and a general dissatisfaction with the current teaching environment in their home countries. Comments like “teaching in the United States is extremely difficult,” “our education system was undergoing so much change,” “workload and poor student behavior,” “political,” “needed a change,” “overload of paperwork and no creativity in the class,” and “rigid curriculum” are just a few of the comments that provide a picture of what factors contributed to some teachers seeking opportunities overseas.

While the findings do not suggest any non career related reasons for seeking overseas teaching opportunities, it is likely that some were escaping for very personal reasons. The research suggests that a faltering marriage, financial distress, or troubles with the law were some reasons why people, in general, sought employment overseas. The findings in the paper do not support concluding this, but one could conclude that, given the potential fallout for admitting this, some may well have been reluctant. The findings also do not support a conclusion that teachers sought overseas teaching positions as a means of enhancing or advancing their career.

The Architect

A summary of the survey items dealing with the architect is presented in Table 6.

Table 6

Summary of Responses of the Survey of Ex-patriot Teachers in Kuwait related to Architect

Item	SA	A	D	SD	Missing
There are more opportunities for professional development overseas than in my home country.	3(5.9)	7(13.7)	25(49.0)	16(31.4)	0(0)
There are more opportunities for career advancement overseas than in my home country.	6(11.8)	17(33.3)	23(45.1)	5(9.8)	0(0)
I felt there were good professional development opportunities in my home country.	19(37.3)	26(51.0)	6(11.8)	0(0)	0(0)
I felt there were good opportunities for career advancement in my home country.	9(17.6)	22(43.1)	19(37.3)	1(2)	0(0)
I feel there are good career advancement opportunities in Kuwait.	3(5.9)	27(52.9)	18(35.3)	3(5.9)	0(0)

There is no significant evidence that a relationship exists between teachers wanting to either advance their careers or gain professional development opportunities. For the most part, teachers believed that professional development was provided in their home country and that career advancement opportunities were available if they sought them out. There are no significant correlations between the desire to better oneself through professional development opportunities or career advancement and the decision to teach overseas. While participants did indicate that career advancement opportunities did present themselves, the data does not support a conclusion that such opportunities were major factors in their decision to work overseas. While some teachers did report this as important in the survey, it was not a factor in their decision to teach overseas. What follows is a detailed analysis of the findings within specific contexts.

Demographics

Marital Status. The majority of teachers, regardless of marital status, agreed that professional development opportunities were far greater in their home countries than overseas. Eighty percent said that professional development opportunities were greater in

their home countries, while only 20% believed that these opportunities were greater overseas. The numbers were significantly different when asked about career advancement. Forty-seven percent of all respondents indicated that they believed their career was better advanced overseas than in their home countries. Sixty-one percent of teachers indicated that career advancement opportunities were possible in their home countries. Marital status was not a factor in how teachers responded. When asked specifically about Kuwait, 59% of teachers indicated they believed career advancement opportunities do present themselves in Kuwait.

Country of Origin. The overwhelming majority of teachers, regardless of country of origin, believed that professional development opportunities were far greater in their home countries than overseas. Eight-six percent of Canadian teachers and 90 percent of American teachers believed professional development opportunities were far better in their home countries than overseas. When asked about career advancement, a majority of teachers believed that career advancement was possible in their home countries. Fifty-five percent of Canadian teachers and 66% of American teachers believed their career could be advanced in their home countries. When asked about overseas career advancement possibilities, 55% of Canadian teachers and 38% of American teachers believed their career could be better advanced overseas. When asked about Kuwait, 82% of teachers believed there were career advancement possibilities while only 41% of American teachers believed this to be the case.

Gender. Ninety-one percent of females and 81% of male teachers believed that professional development opportunities were available at home while only 17% of female teachers and 25% of male teachers believed that teaching overseas presented a better opportunity for professional development. When asked about career advancement, 60% of female teachers and 81% of male teachers believed that their home countries do present opportunities for career advancement. Forty percent of female teachers and 56% of male teachers believed that overseas teaching presented more opportunities for career advancement. When asked about Kuwait, 57% of female teachers and 56% of male teachers believed that Kuwait presented career advancement opportunities.

Age. Eighty-eight percent of all teachers, regardless of age, indicated that they believed professional development opportunities were good in their home countries.

When asked about opportunities overseas, 80% of all teachers said that they did not believe professional development opportunities were better overseas. When asked about career advancement opportunities, 61% of all teachers indicated that they believed opportunities did exist in their home countries while 45% of all teachers indicated that they believed teaching overseas provided better opportunities for advancement. Again, age did not appear to have been a factor in how teachers responded. When asked about Kuwait, 60% of all teachers said that teaching in Kuwait provided them greater career advancement opportunities. Younger teachers were more likely to agree with this than their older counterparts.

Years of Experience. The findings suggest new teachers or teachers with less than 10 years of experience believed professional development opportunities were good in their home countries. Sixty-one percent of all teachers indicated they believed professional development that exists in their home country is good. Of those, 63% had 10 years or less of teaching experience, while only 39% of those with more than 10 years of service believed the statement that professional development opportunities were good in their home country. When it came to career advancement, the same trend continued. Younger teachers believed that career opportunities did exist in their home countries, while older teachers believed that teaching overseas provided better career advancement opportunities.

Personal Debt. Eighty-eight percent of all teachers, regardless of debt, indicated they believed professional development opportunities existed in their home countries, while only 20% said that they believed teaching overseas provided greater professional development opportunities. When it came to career advancement, 61% of teachers said that they believed there was good career advancement opportunities in their home countries, while 45% said that they believed teaching overseas provides greater career advancement opportunities. When it came to Kuwait, 59% of teachers believed that teaching in Kuwait could enhance their career.

Correlations

There are no significant correlations that would support a conclusion that the participants were seeking to improve on a professional level or advance their careers. A negative correlation of $-.365$ is registered when comparing career advancement

opportunities overseas to a teachers home country, suggesting that teachers believe such opportunities are more likely to present themselves in their home country as opposed to overseas. On the issue of professional development opportunities, a negative correlation of -.415 exists, suggesting that teachers felt such opportunities were greater in their home country than overseas. While these were important, they were not factors taken into consideration when deciding to work overseas.

Open-ended Survey Questions

A few teachers did indicate that they sought overseas teaching because “originally, not being able to find a job out of university.” The findings suggest that professional development opportunities were not a factor in teaching overseas. The survey findings indicate that the majority of teachers were satisfied with professional development opportunities in their home countries and that this factor was not a serious consideration when deciding to teach overseas. Many teachers did indicate that working overseas provided them opportunities to learn about new cultures and new teaching methods in various environments. One teacher wrote that “the wish to experience living abroad/new lifestyle, new culture” motivated her to explore overseas teaching opportunities. This might well be considered personal development, but the findings do not support concluding professional development opportunities were a driving force behind them leaving their home countries and teaching overseas.

Like most professions, teaching offers opportunities for advancement to those who seek them. Most, if not all, principals, superintendents, and directors spend time in the classroom. Hard work and dedication are attributes that can help propel one’s career in education. However, not everyone who seeks to advance gets the opportunity. Many times, competition is fierce or cutbacks mean limited opportunities. For those teachers who are unable to find what they are looking for, that is, career advancement, a career overseas may well provide opportunities. The research findings from the survey suggest that many teachers decided to try to advance their careers by moving overseas. However, the free response questions did not garner the same kind of findings that would support a conclusion that career advancement was a key factor. Two participants did indicate that “a chance to broaden their C.V.” was a factor in their decision to teach overseas.

The strongest relationships that developed within the findings are those involving travel and salary as the main motivating factors for teachers to teach overseas. There is also a connection between a perceived heavy workload in their home country and a desire to work overseas. One participant wrote, "I was dissatisfied with the working conditions in Canada. I was also seeking opportunities to travel and experience other cultures." Another wrote "a very heavy workload including heaps of red tape/administrative hoops...jumping that got in the way of my ability to just teach".

In summary, the findings suggest that participants were motivated to teach overseas by the desire for adventure, the opportunity for greater remuneration, and an opportunity to escape from their current teaching situation at home. The findings also suggest that the participants were not motivated to teach overseas by opportunities for professional development or career advancement. The findings will be discussed and interpreted in Chapter Five.

CHAPTER FIVE

Discussion of the Findings

Introduction

In this chapter, the findings of the study are presented. Each of the findings will then be discussed and interpreted in relation to the review of the literature. The discussion begins with a review of the research questions. The purpose of the study was to explore the reasons why North American school teachers seek teaching opportunities overseas and more specifically, in Kuwait. Questions that guided the study were:

1. What factors did teachers take into consideration when deciding to teach overseas?
2. What do teachers hope to gain by teaching overseas?
3. What factors did teachers consider when deciding to teach in Kuwait?
4. What factors keep them in Kuwait?

Factors Influencing the Decision to Teach Overseas

Richardson and McKenna (2002) concluded that there is “little doubt that expansion of the global economy has led to increasing levels of expatriation” (p. 67). With a growing need for qualified teachers to support that global economy, emerging economies have sought western trained teachers to education their population. Richardson and McKenna (2002) identified 4 groups of people that best describe why people leave their home country and travel abroad. The first group of people they called explorers and defined them as people “who want to explore more of the world” (p. 68). The second group they called mercenaries and defined them as people “who specifically expatriate for financial reasons” (p. 68). The third group of people was what they called refugees and defines them as people “in search of a better personal and professional and seeking refugee away from situations or relationships” (p. 68). The final group of people they called architects and defined them as people “who are motivated by the opportunity of career development” (p. 68).

The Explorer

A review of a study conducted in New Zealand (Dewar, 2000) concluded that the majority of Canadian teachers sought the opportunities for travel and this was central in their decision to teach overseas. The same results were found to be true among Australian and British teachers. In fact, an Australian senate report in 2002 concluded that many

teachers (Australians) “were attracted to overseas teaching because it is a characteristic of the adventurous spirit of Australian teachers” (Elliott, p. 5). Research conducted for this study supports the finding that the opportunity for travel was important in the decision to work overseas.

When asked about the opportunity for travel and adventure 90% indicated these as important factors. The findings suggest that age had no significant impact on how teachers responded. The findings also suggest that one’s marital status, country of origin, years of experience, gender, or personal debt had no significant impact on the results. It would seem, on the surface, that the opportunity to travel was a major factor in the decision making process for most who sought overseas teaching positions. The findings also suggest that the opportunity to learn about a new culture was an important factor in the teachers’ decision to work overseas. In fact, over 80% of those who responded cited this as important.

An analysis of the findings contained in the open-ended questions suggests that travel and adventure were strong motivators for wanting to teach overseas. Common comments that ran through the data included “I was ready to travel the world,” “adventure, chance to travel,” “the ability to travel and learn about a new culture,” and “living overseas lets me travel!” These comments represent the feelings of many teachers who took part in the survey. With the desire for travel and adventure being important factors for consideration, money also appeared to be a significant motivator in working overseas. Richardson and McKenna defined mercenary as “someone who specifically expatriate for financial reasons” (p. 68). The research suggests that this group of teachers could be labeled mercenaries.

The Mercenary

The literature on the importance of money is not in total agreement. Richardson and McKenna concluded in their study that only a few participants cited money as a motivating factor behind working overseas. They also concluded that, depending on the situation, those who went abroad stayed abroad because of the money. Broman (2000) and Elliott (2002) conclude that money was an important consideration for teachers to work overseas. The difference may well be that the Richardson and McKenna 2002 study targeted various segments of the population that sought work abroad while Broman and

Elliott spoke of only teachers seeking opportunities abroad. Gillies' (2001) conclusion is similar to that of Broman and Elliott. He found that large international schools that were able to offer attractive salaries and benefits had an easier time recruiting overseas teachers (p. 399). Whether teachers sought employment overseas for the purpose of money or stayed overseas for money, the lure of making a lot of money was a factor and that was supported in the research findings of this study.

The findings of this study support the notion that money was a consideration for teachers when deciding to teach overseas. To begin, the majority of participants were not satisfied with the salary afforded teachers in their home countries. In contrast, the findings suggest that over 88% of participants said the salary was a motivating factor in their decision to work overseas. On the issue of benefits, the findings indicate that participants were happy with the benefits offered in their home countries but also said that benefits were a factor in their decision to teach overseas.

Canadian teachers were more likely to cite money as a motivating factor in deciding to teach overseas than their American counterparts. When the issue of benefits was raised, Canadian teachers cited this as a consideration more so than American teachers. Single teachers were likely to cite money as a motivating factor more than any other from this demographic. On the issue of benefits, the numbers reversed. Married teachers were more concerned about benefits than single teachers.

A teacher's years of experience were a factor in how respondents answered questions about money. Teachers with less experience (1-5 years) and those with more than 16 years of experience were more likely to cite money as a factor than those in the mid range of the spectrum. When it came to the issue of benefits, the same trend continued. New teachers and those with considerable experience cited benefits as an important consideration in deciding to teach overseas. With money and opportunity for travel clearly reasons for wanting to work overseas, the next motivator that might explain why some leave their home countries to work overseas is that of escape.

The Refugee

The current research, while slight, does reveal that the need to escape a personal or professional situation is a real consideration for some. Armitage and Powell (1997) examined recruitment practices in overseas schools and concluded that "some intending

expatriates want to make a fresh start, to try save a failing marriage or after a divorce” (p. 506). Richardson and McKenna (2002) concluded that “while reasons for escape varied, there was a general feeling that respondents were in search of a better personal/professional life” (p. 71).

The findings of this research indicate that 45.2% teachers were dissatisfied with the workload in their home countries. However, when asked about workload as a reason for working overseas, 56.9% of teachers indicated the workload in Kuwait was not a reason they chose to teach there. Sixty-two percent, however, indicated that they were pleased with the workload in Kuwait. In addition, 82.4% of teachers said they were pleased with the planning time they received in Kuwait.

An analysis of the findings suggests that American and Canadian teachers were at odds when the issue of workload was raised. Canadian teachers were less satisfied with the workload than their American counterparts. As a result, Canadian teachers were more likely to indicate workload as a factor in deciding to work overseas. When deciding on a country to work in, Canadian teachers were more likely to say they selected Kuwait because of the workload afforded teachers. Single and married teachers were more likely to have a negative impression of workload in their home countries than divorced participants. The findings, as they relate to the issue of “escape” seemed somewhat inconsistent and did not follow any set pattern. However, the literature and the findings contained in the open-ended statements do shed light on whether or not teachers were escaping working conditions in their home countries.

There has been plenty of research conducted into why teachers leave the classroom. In the United States, the average teacher leaves the profession within 5 years. A major study conducted in the United States in 2005 sought to understand why teachers leave the profession. In her study, Dagenhart (2005) concluded that teachers needed job satisfaction in areas of “planning time, support and respect as a professional, adequate material, administrative support and professional development opportunities” (p. 2). A Department of Education study in Tennessee (2002) concluded that teachers cited as the most important changes needed were “child rearing, lack of support from administration, dissatisfaction with salary and benefits” (p. 10). In a study conducted nation wide, Ingersoll (2001) found that poor salary, lack of student motivation, inadequate

administrative support, student discipline and poor planning time were the major reasons teachers left the classroom.

The findings in the open-ended section of the survey provides perhaps the best evidence that teachers who left their home countries to teach in Kuwait were escaping the same conditions discussed in much of the research conducted into why teachers leave the classroom. Comments like “lousy pay,” “paperwork,” “poor student behavior,” “lack of prep time”, “class sizes” and “administrative hoops” dominated the comments. Perhaps the best comment that summarized how many of these teachers felt about working conditions in their home countries came from a Canadian teacher who said, “In Canada, I was unhappy with the following; workload, lack of prep time, class sizes, continuous contract negotiations, teacher rights vs. student rights, salary, and teacher bashing in the media,” These sorts of comments clearly are in line with the research conducted over the past 10 years. Earlier researchers also concluded that professional development opportunities and career advancement opportunities were important factors that needed to be addressed.

The Architect

The idea that teachers are the architects of their own careers is something one is likely to see in any profession. Career advancement and professional development opportunities are important, but are these enough for one to want to leave his or her home country to work overseas?

Richardson and McKenna (2002) concluded in their study that career experience and advancement were not the primary motivators to working overseas but while overseas they become important. Bahr (1998) suggested that new teachers, with little or no classroom experience, sought overseas teaching opportunities to bolster their resume. Studies conducted in both New Zealand and Australia also concluded that professional development and career experience were factors that influenced teachers’ decision to teach overseas.

The findings of this study suggest teachers do not believe that teaching overseas provided better professional development opportunities. Over 80% of respondents disagreed with the suggestion that professional development opportunities were better overseas and 88% of teachers indicated that they thought professional development

opportunities were good in their home countries. When the issue of career advancement was raised, the numbers suggested that teachers who responded to the survey felt career advancement opportunities were better in their home countries than overseas. Only 45% felt that their careers could be advanced more working overseas than in their home countries. Over 60% suggested that they thought there were good career advancement opportunities in their home countries. However, an interesting dynamic occurred when the focus turned to Kuwait. Almost 59% of teachers surveyed suggested they thought career advancement was possible. Here, it is likely that teachers working in Kuwait witnessed first hand these opportunities.

An examination of the open-ended data does not suggest that professional development or career advancement opportunities were important. Very few comments can be found regarding these issues. One teacher did comment that professional opportunities were a reason for wanting to teach overseas but also added salary to the comment and two teachers indicated that they wanted to “broaden” their C.V. Having identified what considerations teachers took into account when deciding to teach overseas, questions about what they had hoped to gain by doing so, why they had decided on Kuwait and whether or not they were happy came into focus.

What Teachers Hoped to Gain by Teaching Overseas

When respondents were asked about what they hoped to gain by teaching overseas, a common thread that ran through the data was that of culture. Many of the teachers cited the opportunity to learn about a new culture as something they hoped to gain. The explorer in many came through as travel and adventure were often cited and money was also a key theme that ran through the data. In addition to the desire for a new cultural experience and the opportunity to make a significant amount of money, other factors did emerge from the open-ended responses from participants. Participants indicated a desire to “meet new people”, “gain additional teaching experience”, attain a new “perspective on the Arab culture”, the ability to “save money” and to develop a “level of tolerance”.

The findings suggest that participants wanted to obtain financial stability, develop a sense of the world through travel and expand their horizons and knowledge of the world around them. Comments like “to broaden my horizons by experiencing a new culture...to

save enough money to pay off my student loans and credit cards” and “experience a vastly different culture and personal knowledge of a people seen through the politically tinted eyes of the media” are strong representations of what the overwhelming majority of teachers indicated in the open response section of the survey. If these were the motivating factors that drove participants overseas, what was it, specifically, that made them select Kuwait?

Factors Influencing the Decision to Work in Kuwait

When respondents were asked about what factors led them to work in Kuwait, the same themes were exposed. Respondents indicated that they choose Kuwait because of its geographic location, the generous tax-free salary packages, the weather, and in several cases, knowing someone already working in Kuwait. Comments like ‘two things played a role in getting me to Kuwait, first of all, the money was better than all my other offers, so I could travel more and it has a nice central location for seeing the world’ dominated the data. Several teachers indicated that they selected Kuwait because they were offered a job at one of the international job fairs and the offer was a “step up” from their previous school. Having now taught in Kuwait for a period of time, how did these participants feel about Kuwait and their current situation?

Factors Influencing Teachers to Stay in Kuwait

The majority of respondents indicated that they were happy about their current situation. They appeared pleased with working conditions, workload, their ability to travel, and financial independence. Several teachers indicated they were happy with the support of the administration, the behavior and discipline of the students and their rewarding experience. One teacher wrote “I love what I do! My students are wonderful and my colleagues are great”. This comment represents the views of many teachers currently teaching in Kuwait. However, some teachers did indicate that they had issues adapting to the culture, or were unable to adapt to the culture, some thought the administration was weak, and that some thought inequalities existed in the school. “I am quite happy teaching here... two things that I dislike are the ridiculous schedule I have at school, which means waking up at 5:30, having no proper lunch break, and still not getting home until 3:30—4:00 I’ve never had to start at 7:10 and I despise it. I think it has done a lot of damage to my mental and physical health because I’ve yet to adjust. It’s not

the workload-it's the uncivilized schedule that caters to parents that I hate it." The teacher continues by saying "Second, there is just nothing to do in Kuwait. My quality of life outside of school is low, and even if there is something to do, I am usually asleep at 8:00 pm. There is little to do other than eat, shop and occasionally get together with friends. Kuwait culture is quite closed to foreigners and I don't find it culturally interesting as I'd hoped." While such words do represent some teachers' point of view, the data supports a conclusion that most were happy and content in their current situation.

When one examines why teachers left their home country to teach overseas, what they hoped to gain by working overseas, what they were looking for and how they felt about their current situation, it becomes clear that what they saw lacking in their home countries, they found in Kuwait. It is unlikely that many teachers knew, in advance, what to expect when they arrived in Kuwait. They left their home countries in search of the opportunity to travel and see the world, in search of financial stability and to escape what they saw as poor working conditions in their home country. What they found was a country with a favorable geographic location, a country that afforded financial stability and a school that seemed to offer structure, good working conditions, motivated students, and administrative support.

In the end, the findings indicate that teachers working at one private school in the State of Kuwait were doing so because of their desire to explore the world and secure financial stability. There is evidence that this group of teachers was not inclined to be mercenaries or looking, necessarily, to advance their careers or enhance their skills. This may well have happen once they were overseas, but it did not drive them to leave their home countries and work abroad. If this was the case, what does this mean and what can schools in Kuwait do to secure an adequate teaching complement in the years to come?

CHAPTER SIX

Conclusions and Implications

Introduction

The purpose of this study was to examine why Canadian and American teachers decided to leave the comforts of their home country and seek teaching opportunities abroad. The research was guided by 4 questions that included:

1. What factors did teachers take into consideration when deciding to teach overseas?
2. What do teachers hope to gain by teaching overseas?
3. What factors did teachers consider when deciding to teach in Kuwait?
4. What factors keep them in Kuwait?

The framework used for this study was adopted from Richardson and McKenna (2002) and centers around four metaphors they adopted to explain why people leave their home country to work overseas. The context of this study, while similar in nature to the study conducted by Richardson and McKenna, only focused on educators. The four groups of people they identified were the explorer, the mercenary, the refugee and the architect. The methodology employed for this study was the dual method of research collection. A survey of 30 questions was used to gather data and this was followed up with a series of free-response questions. Demographic information was also collected to place the data into context.

Having examined the data, answers to the guiding questions have come into focus. While the analysis of the data shows several differences within each of the metaphors that form the framework of this study, a clear picture emerges to the extent that at least two of those had no effect on why teachers decided to teach overseas. Once those questions have been answered, further discussion on the implications of the research can be undertaken.

What factors did teachers take into consideration when deciding to teach overseas?

The common theme that ran through the data is that this group of teachers was interested and motivated by the chance to see the world. In all demographics, teachers responded that travel, adventure and a new cultural experience were reasons they wanted to work overseas and that they hoped to gain those opportunities once there. Teachers in this study clearly identify themselves as explores. They want to see the world and the

selection of where to work was based, in part, in the ability to fulfill that need.

The notion that some teachers were escaping a negative personal or professional situation at home is also supported by the data. Teachers indicated that workload, student behavior, lack of administrative support, poor salary, and general poor working conditions, were reasons often cited in the data. Teachers were looking to get away from what they perceived as restrictive teaching conditions and sought refuge from these conditions. The findings support a conclusion that teachers were looking for adventure, money to support that adventure and escaping what they saw as poor working conditions and poor pay in their home country. They were not, necessarily, looking to enhance their careers or volunteer their time to help others. In order to understand what motivated teachers to teach overseas, it can also be used to understand what factor(s) did not play a part in the decision making process.

The majority of respondents indicated that they thought professional development opportunities were better in their home country than overseas. In addition, they thought that career advancement was more likely in their home country than overseas. The data suggests that while perhaps important, it was not a factor in their decision to teach overseas. If they thought it was important and that these opportunities were better provided at home, it is unlikely they would have gone overseas. The data also suggests that these issues were not something that this group of teachers was hoping to gain overseas. It is likely, however, that once here many took advantage of any opportunities that presented themselves, either in terms of professional development or career advancement.

What do teachers hope to gain by teaching overseas?

The finding of the research suggests that teachers were looking to gain opportunities for adventure, a comfortable salary and benefit package, international teaching experience, and to develop an awareness of other cultures. What they also hoped to gain was a reprieve from a situation in their home country they felt they needed to escape. These situations often centered around low pay, poor working conditions, a high level of accountability, poor student discipline, lack of administrative support and an increasing workload. In short, they hoped to gain better conditions and an easier workload. They were looking to get away from what they saw as deterioration in student

behavior, and an empowerment of parents and students that made their job almost impossible. What they hoped to gain was a classroom with students motivated to learn, parents who were supportive, and a general sense of accomplishment. They were also looking to escape high taxes and low pay.

What factors did teachers consider when deciding to teach in Kuwait?

The findings suggest that the factors these teachers took into consideration and what they hoped to gain by teaching overseas, they found in Kuwait. Kuwait's geographic location provides for plenty of travel opportunities to Middle Eastern countries and provides a convenient hub for travel and adventure to Asia and Europe. The strong Kuwaiti Dinar (the local currency), the opportunity to earn additional monies through private tutoring, to help fund travel, the enhanced preparation time teachers receive each day, limited student behavior issues and a supportive administrative team were factors that teachers considered when deciding where to work. Kuwait, for the most part, met their needs and wants. Teachers indicated they were happy with their current situation on a professional level but do indicate some discomfort with their personal lives. It is the lifestyle in Kuwait that teachers in this group find challenging. It is these issues that cause teachers in Kuwait to limit their stay.

What factors keep them in Kuwait?

The findings suggest that most teachers who participated in this study were happy in their current situation. They are pleased with the school they are working in, they feel, for the most part that they get the support they need. Student behavior is seen as far better than in their home country, the workload is far lighter than what they experienced in their home country, travel opportunities are many, and the money is very good. However, the data suggests that teachers find living in Kuwait a challenge at times. Teachers cited a lack of social activities, the heat, dust, the culture and lifestyle as reasons they were likely to limit their career in Kuwait. In short, the data suggests that teachers in this group were professionally happy, but personally not so much. This contradiction must be addressed when considering why the research is important and what schools in Kuwait can do to improve the recruitment of teachers on a long-term basis. This fact is evident when a review of the findings regarding how long teachers plan to work overseas and how long they plan to teach in Kuwait is undertaken.

The research shows that the majority of teachers plan to spend anywhere between 6-10 years working overseas. When asked about how long they plan to teach in Kuwait, the data shows that they plan to only stay in Kuwait between 3-5 years. This disconnect is a problem for schools in Kuwait. The costs associated with recruitment and training is extremely expensive and with a high turnover, those costs only increase. What can schools do in Kuwait to keep teachers longer?

Implications of Research Study

Like in any profession, change is sought if someone is unhappy in their current situation. In the case of the teachers that took part in this study, many were looking to escape an unhappy work situation. The need for adventure is something that exists in most of us. The need to make enough money is innate in all of us. It is this combination that one finds the underlying reasons behind why many in this group decided to work overseas and what they hoped to gain. Teachers in this group were unhappy at home, and decided to do something about it. Many wanted to travel and see the world while at the same time make enough money to finance that travel and perhaps save money. Many indicated that paying taxes was something they hoped to get away from, thus increasing their bottom line. Teachers selected Kuwait because of the money they could make, the geographic location and the perceived easy workload. What they hoped to gain they found in Kuwait. What they hoped to escape, they did in Kuwait. Regardless of age, gender, years of experience, marital status, personal debt or nationality, the trend was the same. While the numbers may shift slightly within certain demographics, the end result was the same.

There are two major recruitment firms that international schools use to recruit teachers, Search Associates and International School Services (ISS). These firms hold recruitment fairs during the fall and winter months. Teachers interested in pursuing a teaching career overseas register for one or more hiring fairs. The process usually involves a brief interview and a quick reference check. In most cases, teachers are hired within 24 hours of first being interviewed. The problem with many of these fairs is that schools often do not have the time to investigate reasons why teachers are considering the schools for which they interview with. The data suggests that teachers are looking for different things. Some see travel as more important than money while others just want to

get out of their current professional situation, while other are looking for all of these factors. In some cases, schools in certain parts of the world are not painting a complete picture for teachers and that helps explain the high turnover that some experience. What can or should schools do to help reduce this? This research provides some insight into what they should start doing.

What schools in geographically challenged areas need to do is target teachers and sell them using what they can offer. What they need to start doing, through either teaching fairs or other recruitment options, is develop a questionnaire that asks questions that perhaps provide insight into the motivation of some teachers and what they are looking for. This is of particular importance for schools in Kuwait. While it is geographically located in the center of the earth, it has its challenges and teachers, once here, see those challenges first hand. This explains why some teachers leave Kuwait after only a short period of time.

With competition increasing for a declining pool of international teachers, Kuwait must return to traditional ways to attract teachers. The findings indicate that many teachers choose Kuwait because of the opportunities for travel and financial stability, perhaps to finance the travel. The findings also suggest that teachers are looking to get away from workload and other professional issues at home. However, the findings also suggest that some teachers are not necessarily happy in their personal life in Kuwait.

Schools in Kuwait are not able to change the climate, alter the culture, or change the mind set of the people. What schools need to do are target teachers who are motivated to teach overseas for reasons that match what Kuwait can offer. The research suggests that focus on money and adventure is important to success. Kuwait cannot compete with countries in Europe, South America and even Asia. It is located in an area that is politically and militarily unstable. While it does provide travel opportunities, the cost of those have increased substantially over the past few years. Living in Kuwait is not easy and teachers must understand this before coming to Kuwait.

Schools in Kuwait need to survey candidates before interviewing. Only those teachers that seem to match what Kuwait can offer should be interviewed. This will allow schools to focus on a targeted group. Kuwaiti schools should recruit at Faculties of Education in North America. These teachers, while inexperienced, tend to be looking for

experience and that tends to be a motivating factor. Schools in Kuwait should recruit on a more local level and publish teaching positions in local newspapers and interview in those areas. Many teachers are not interested in recruitment fairs because of the expense that they must incur. Schools in Kuwait must be upfront with candidates about life in Kuwait. It should focus on what it can offer but also needs to address the challenges. There should be no surprises. Schools should examine hiring practices over the past several years and determine if a trend exists that supports hiring married couples, single teachers, younger teachers, or older teachers. The findings in this study could clearly be used to help facilitate that undertaking. Again, targeting a particular group of teachers is key to recruitment success and retaining teachers.

In the end, schools in Kuwait are left with providing generous salary packages and a lighter workload. It must recruit teachers by offering a better package than other schools in other regions and provide ample preparation time. It cannot rely on teachers who are looking for travel opportunities to complement their teaching needs. It may work in the short-term but long term is it likely to fail. Schools must promote a lighter workload which allows teachers more time to prepare, must offer administrative support and offer more money if they wish to compete in the market for international teachers. They must provide a clear picture of what life is like in Kuwait and hope that more money and an easier workload will compensate for that. Finally, schools in Kuwait should do a better job of providing social activities for teachers. While they cannot change the culture, they can certainly aid in providing opportunities for teachers. This may include weekend excursions, or a school calendar that provides vacations at regular intervals so that teachers can visit countries in the region that offer more of what teachers are looking for.

While these are perhaps not the best attributes one would be looking for in a teacher, that is, someone looking for more money and an easier job, Kuwait is limited in its ability to recruit qualified teachers. Schools in Kuwait must have teachers in the classroom. They must try and recruit the best possible teachers for those classrooms. While that may not always be possible given the limitations that exist in Kuwait, a better salary package may well help in reaching this objective. When teachers get here, providing professional development and career advancement opportunities may help in

keeping teachers here, but they are not going to lure teachers to Kuwait. So, avoid the explorers, bypass the architects and focus on the mercenaries. It is here that recruitment of teachers for Kuwait is likely to see success. There is not a level playing field and schools in Kuwait understand that. They must work with what they have. Get teachers here by using money as the carrot, provide a positive working environment and help teachers deal with the culture that can be unforgiving at times. Success is possible but only if schools in Kuwait get creative in their recruitment and only if they target their audience. The research in this study can help in determining that audience.

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Appendix A

Research Ethics Board

The proposed research is in full compliance with the guidelines set-forth in the Lake Head *Ethics Procedures and Guidelines for Research Involving Humans: A Supplement to the Tri-Council Policy Statement* (Rev. April 2004). The criterion has been reviewed and the following information is provided to meet the requirements set out in the *Researcher's Agreement Form*.

Summary of proposed research:

The purpose of the research to be undertaken is to determine the reasons teachers from Canada and the United States teach overseas and the factors they consider when choosing Kuwait as a place to live and work.

Research methodology:

The approach will be a mixed method, incorporating both qualitative and quantitative data gathering techniques. The participants will be Canadian or American citizens living in Kuwait and working at one school in Kuwait. It is envisioned that upwards of 50 teachers will take part in the study. It should be noted that if this number cannot be reached in the one school, other locations may well be considered. Teachers will be asked to take part in the study and an information letter (Appendix B) will be sent to all teachers. Those who agree will be asked to attend a special faculty meeting and further information will be provided before the participants complete the survey (Appendix D) and demographic information sheet (Appendix E). The survey contains both a questionnaire (Likert scale) and open-ended statements. The entire process of completing both documents should take no more than 30 minutes. Analysis of the data will involve several steps, including grouping of data based on demographic information and then re-

grouping based on the information gleaned from the survey. This process of grouping and then deciphering what it all means will be via the Statistical Package for Social Studies (SPSS).

Potential risk to participants/Deception

There are **no** known risks to participants in this study and **no** form of deception will be used.

Benefits to subjects and/or society:

There are essentially two main benefits for conducting this research. They are:

- 1) As more and more Canadian teachers leave the field of teaching to pursue either opportunities elsewhere or leave the profession altogether, it warrants the question, why? The research may well not entirely answer this question, but it might provide insight into why some leave.
- 2) Kuwait is a country heavily reliant on overseas teachers. Understanding why teachers come to Kuwait may well help schools create a recruitment package that targets the reasons most often cited for coming to Kuwait. New Zealand, a country that has required overseas teachers for a number of years, conducted such research as a means of determining how it could attract more teachers.

Informed consent:

A letter has been developed (Appendix C) that is required to be completed by all participants. No teachers will be allowed to take part in this study unless they have completed this form.

Anonymity and confidentiality:

All reasonable steps will be taken to protect the identity of all participants. At no time will participants be required to record their names on any document and the researcher will not be present when participants complete the questionnaire and demographic sheet. This will be done so that participants are comfortable and no opportunity exists for the researcher to identify any document as belonging to a particular participant. All participants will be informed that the data collected will not, in its present form, be viewed by anyone other than the researcher.

Storage of data:

Once the data has been analyzed and the thesis has been completed and accepted, data will be transported from Kuwait to a secure location in Kingston, Ontario. The data, per Lakehead University requirements, will be stored for 7 years at which time it will be destroyed. The data will not be viewed by any party during the storage period.

Peer review:

The proposal, which has been provided, will be subject to approval in accordance with Lakehead University procedures. Two readers, a primary and secondary reader, will view the proposal and make any recommendations. No data collection will begin until approval of the proposal has been granted in writing. Once approval has been granted, notification will be sent to the Research Ethics Board, in compliance with the requirements in the *Researcher's Agreement Form*.

Research partners and graduate students:

This study **does not** involve any other researcher from any other university or institution.

Dissemination of research results:

When the thesis has been accepted, a copy will be provided to Lakehead University, Department of Education, as well as the National Library of Canada. It is envisioned that at some point the document will be available online. Participants who wish a copy of the findings may request such information from the researcher in writing. Contact information has been provided in the information sheet.

Appendix B

Letter of Information

Dear Potential Participant,

My name is Michael Mulridge and I am currently a Masters of Education student at Lakehead University in Thunder Bay, Ontario, Canada.

I am conducting a study that seeks to determine why American and Canadian teachers choose to work in Kuwait. A special faculty meeting of all Canadian and American teachers will be arranged soon and I would be most grateful if each of you agreed to take part in the study. The entire process of completing the questionnaire and information sheet should take no more than 30 minutes. There are no known risks, either physiological or psychological to the participants of this study.

Participation in this study is voluntary and no teacher is obliged to answer any question that he or she takes offence to or makes them uncomfortable. Teachers are free to stop completing the questionnaire at any time.

No information that may identify a participant will be made public at any time nor will any be collected. A copy of the findings will be made available to any participant who requests it. Data collected for this study will be securely stored on Lakehead University campus for 7 years.

When the research study is completed a copy of the thesis will be available at Lakehead University in Thunder Bay, Ontario. Should you have any questions regarding the nature of this study and your participation, please feel free to contact myself at 933-4737. Professor Hope Fennell (supervisor) at 807-343-8354 or the Research Ethics Board at Lakehead University (807-343-8283). Alternatively, you may contact me at mmulridge@hotmail.com or Dr. Hope Fennell at hfennell@lakeheadu.ca.

Further information regarding the questionnaire and information sheet will be provided at the faculty meeting. Each participant will be asked to sign a letter of consent which will also be explained at the meeting.

Kind regards,

Michael Mulridge
Masters of Education Student
Lakehead University

Appendix C

Letter of Consent

My signature on this form indicates that I am willing to take part in the study being conducted on the factors that motivate teachers to teach in Kuwait.

I have read the information letter outlining the guidelines and my role in the study. I further understand the following:

- 1) As a volunteer I can withdraw from this study at any time.
- 2) There are no inherent risks involved in this study.
- 3) I am guaranteed anonymity and confidentiality.
- 4) I will receive, upon request, a copy of the findings at the end of the research process.
- 5) Data collected will be security stored at Lakehead University campus for 7 years.

Name of Participant: _____

Signature of Participant: _____ Date: _____

Appendix D**Sample Questionnaire**

Please check the box that best describes your feelings about the following statements.

- 1. Adventure was a significant factor in my decision to work overseas.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 2. There are more opportunities for professional development overseas than back in my home country.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 3. I think I could find a job in another country overseas.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 4. Learning about a new culture was a significant factor in my decision to work overseas.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 5. Learning a new language was a significant factor in my decision to work overseas.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 6. Salary was a significant factor in my decision to work overseas.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 7. There are more opportunities for career advancement overseas than in my home country.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 8. Learning different approaches to teaching was a factor in my decision to work overseas.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
- 9. A search for a future spouse was a motivating factor in my decision to work overseas.**
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

10. Financial incentives and benefits were a significant factor in my decision to work overseas.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

11. A chance to travel was a significant factor in my decision to work overseas.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

12. Teacher workload in my home country was a factor in my decision to work overseas.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

13. Knowing someone with international work experience was a significant factor in my decision to work overseas.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

14. If I returned to my home country I would be able to find a job.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

15. I was satisfied with the salaries offered in my home country.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

16. I was satisfied with the benefits offered to teachers in my home country.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

17. I was satisfied with the workload in my home country.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

18. I felt there were good professional development opportunities in my home country.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

19. I felt there were good opportunities for career advancement in my home country.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

20. Teachers are well respected in my home country.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

21. Salary was a significant factor in deciding to work in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

22. The teaching load was a factor in my decision to work in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

23. I feel there are good career advancement opportunities in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

24. Teachers are well respected in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

25. Benefits were a significant factor in my decision to work in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

26. The opportunity for travel was a significant factor in my decision to work in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

27. Knowing someone in Kuwait was a significant factor in my decision to work in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

28. If I left Kuwait, I am confident that I could find another teaching job overseas.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

29. I am satisfied with the workload in Kuwait.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

30. I am satisfied with the planning time in my school.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Open Ended Questions

- 1) What was it that first drew you to international teaching?**
- 2) What was it about teaching in your home country that made you want to teach overseas?**
- 3) What did you hope to gain by teaching overseas?**
- 4) What factors played a role in your deciding to teach in Kuwait?**
- 5) Are you happy in your current situation? Explain.**

Appendix F

Open Ended Question-Responses

What was it that first drew you to international teaching?

- ☐ I knew many people in international teaching and they all spoke very highly about it.
- ☐ Adventure! I had never left my home state! Wanted to start new chapter in life.
- ☐ My love for traveling. I love teaching the children of the world. Plus, living overseas lets me travel!
- ☐ The ability to travel and learn about new people and new cultures. To be able to educate and teach children in different countries.
- ☐ Ability to teach children from different countries.
- ☐ Opportunity to travel, save money, and experience different cultures.
- ☐ I like to travel and work. That gives me a chance to know the place better.
- ☐ Money, travel.
- ☐ Adventure, chance to travel.
- ☐ My school district was down sizing and I was about to lose my job. I wanted full-time employment not replacement teacher work.
- ☐ To get away from the climate.
- ☐ I wanted to come back to Kuwait after living in the States for 5 years.
- ☐ The wish to experience living abroad/new lifestyle, new culture.
- ☐ My husband and friends who had left our country. Their constant nagging and motivation. Of course, we would also have earned a better salary.
- ☐ I came to a point in my life where I needed a change in my surroundings and a different challenge.
- ☐ Just wanted to move on and away from Canada.
- ☐ I was ready to travel the world and instead saw an ad in the paper for teachers in Kuwait.
- ☐ The opportunity to work with curriculum, to have the advantage to teach creatively.
- ☐ I was interested in coming to Kuwait since I was 12.
- ☐ Teaching kids from different countries.
- ☐ I knew international teachers and also worked at an international school back home.
- ☐ Experiencing a difficult culture. Living in a different country. Hoping for a more “laid back” attitude towards daily life. Wanting to meet other teachers from around the world. Travel opportunities.
- ☐ Hope of finding a school that did not teach to a test. Higher level of learning, creativity appreciated and implemented.
- ☐ I was dissatisfied with the working conditions in Canada. I also was seeking opportunities to travel and experience other cultures.
- ☐ The desire to experience a new, unique culture and to travel.
- ☐ The excitement of trying to live in a part of the world that is so misunderstood. I

thought if I was going to teach, I might as well do it in some new place.

- ☐ I had a conversation with a professor at my school that had taught abroad and recommended it.
- ☐ I liked the idea of seeing different parts of the world.
- ☐ The ability to travel and save money.
- ☐ The opportunity to teach my subject area and live abroad.
- ☐ Learning about new cultures and travel opportunities.
- ☐ New experiences.
- ☐ A desire to live and experience another culture.
- ☐ Originally not being able to find a job out of university. The second time just the desire to get out! Two kinds of people: those who teach overseas and can't function at home (me) and those who hate teaching overseas and can't wait to get home.
- ☐ Adventure + \$
- ☐ Opportunity to travel.
- ☐ My husband was already working (not teaching) in Kuwait. I was reared in a military family and I enjoy travel.
- ☐ Wanting to experience first hand a part of the world I knew only through a variety of media.
- ☐ Desire for new experiences.
- ☐ I wanted to travel and "see the world." If I could do that while working, it was a plus.
- ☐ The chance to broaden my C.V.
- ☐ Growing up in an international teaching family. Father was a principal in an American school in Brazil and mother was a teacher there.
- ☐ My family has an international work background.
- ☐ In 1991 I had reached a point in my life when I felt redundant. My daughter was finishing university and engaged to wonderful young man. I had sold the two schools I owned and was "floating" about semi-retired. In short, I was bored and ready for something new.
- ☐ Opportunity to travel. Chat with friend teaching in Saudi Arabia.
- ☐ I wanted to see the world and had no interest in starting my career at home. Particularly, I wanted meaningful teaching experience, where I felt I was making a difference. I wanted to go to Africa, and did as a volunteer.
- ☐ The opportunity to work in a foreign country. Chance to make enough money to save, travel and pay off debt.
- ☐ I was disheartened by teaching in the States and had given up on my career when I met some beautiful overseas teachers who became lifelong friends and encouraged me to give overseas teaching a chance. Their attitudes and outlooks on life and teaching were positive and motivating.
- ☐ Adventure.
- ☐ My first international experience was in Thailand the year after I finished my B.Ed. I went there because I didn't feel that I was ready to commit to teaching in Canada. Then I went home and was a substitute/term teacher for a year and hated it. I'm back overseas for that reason (and the money).

Open Ended Question-Responses

What was it about teaching in your home country that made you want to teach overseas?

- ☐ Lack of opportunities and lousy pay.
- ☐ Poor pay. Heavy taxes.
- ☐ Teaching in the United States is extremely, difficult-poor wages and benefits and the experience isn't as good. I can make a stronger impact here.
- ☐ Poor pay and tremendous taxes.
- ☐ The paperwork, all the accountability. Wanted greater freedom in my teaching practice.
- ☐ High taxes, cold winters and more expenses (rent, car, etc).
- ☐ Starting the career at home does not provide you a long contract. Max a year in good schools and areas, that means, there is no stability in your career, otherwise you accept reality and work in bad schools.
- ☐ Lack of money.
- ☐ As above + I had heard of a few acquaintances that had a positive experience overseas.
- ☐ Nothing. I just wanted to experience life in another country.
- ☐ I didn't teach in the States but I heard a lot of negative comments that made me decide not to teach in the States.
- ☐ General lack of respect for teachers in the classroom. Insufficient salary and work overload.
- ☐ I loved teaching back at home, but we were underpaid. We got good benefits, too, except for home owner's allowances.
- ☐ Our education system was undergoing so much change.
- ☐ Too much was "expected" of me- no longer asked to do something. Taxes too high.
- ☐ I hated the bureaucracy of schools being graded by the republican governor. We received funds based on our scores and a standardized test, yet since most of the school was low income, Spanish speaking, they weren't allowed to test. So we got less funding, were threatened in becoming a charter school.
- ☐ Overload of paperwork and no creativity in the class. Rigid curriculum.
- ☐ Too much paperwork. Too many restrictions.
- ☐ It was the professional opportunities and the salary.
- ☐ Workload. Poor student behavior.
- ☐ Lack of above.
- ☐ In Canada, I was unhappy with the following: workload, lack of prep time, class sizes, continuous contract negotiations, lack of teacher rights vs. student rights, salary, and teacher bashing in the media.
- ☐ Heavy work loads and "teaching to the test."
- ☐ Boring job in Canada. Teachers aren't respected. They're blamed for everything. We're even villains for having long summer vacations like we've done something wrong.

- ☐ I wanted to branch out and explore teaching in a different environment.
- ☐ I couldn't afford to travel given my salary.
- ☐ The inability to save and the boredom that usually comes with living in one's own country.
- ☐ High taxation of a modest salary. Violence in schools. Too many IEP's for Special Ed students to teach effectively.
- ☐ Testing! Standardized testing. No child left behind in the U.S.
- ☐ More difficult working conditions at home.
- ☐ A very heavy workload including heaps of red tape/administrative hoops. Jumping that got in the way of my ability to just teach.
- ☐ Oh man: work hours, lack of prep time, taxes, behavior of kids, attitude of public towards teachers, paperwork, Imps.
- ☐ Layoffs first, then poor salary, working conditions, etc.
- ☐ Unions.
- ☐ The class size was too large (30-35) for a lab science class. There were too many special education students in the regular class. The amount of paperwork was obscene.
- ☐ I retired after reaching the 85 factor: my age plus years of teaching.
- ☐ Nothing really drove me away from my home country. I left a reasonably well-paid secured job in CA to travel. I gave away some security for the chance to go away.
- ☐ Wanted a change.
- ☐ Need to travel/adventure/live in a new culture.
- ☐ I just wanted the adventure of working in a very different culture.
- ☐ See above. I was not dissatisfied with my teaching or system in Florida and NC. Just time to explore new frontiers.
- ☐ Nothing.
- ☐ I could not envision it being very rewarding, and cutbacks to the overall system made it less appealing. Students in North America don't want to be educated for the most part. I wanted to use my skills where they would be more in need.
- ☐ Made enough money to get by, but could never travel or really save/invest.
- ☐ It was more than just being overworked and underpaid. It was also about horrid co-workers and a clock-punching union mentality. You could tell that once upon a time these people had been good teachers who cared about kids, but had been so abused and beaten up by the system over the years that their souls had been sucked out of them and they no longer had the heart to teach. I didn't want to become like this.
- ☐ Politics.
- ☐ It is very difficult/time consuming to obtain permanent contract. Substitutes and term teaching receive low pay and no benefits.

Open Ended Question-Responses

What did you hope to gain by teaching overseas?

- ☐ New perspective on teaching in international schools.
- ☐ More experience. To learn about the Middle East.
- ☐ I hoped to learn more about teaching the world's children and taking that information and knowledge back to the States.
- ☐ More experience. Be able to work in a different environment with different people.
- ☐ New perspective of education in the international world.
- ☐ Life experience.
- ☐ Good savings and knowledge of other cultures.
- ☐ Money and travel.
- ☐ Travel.
- ☐ Work stability for the short-term.
- ☐ An open mind.
- ☐ Being back home with my family and fiancé.
- ☐ Travel experience, culture enrichment, diverse teaching experiences, good social life and money.
- ☐ Exposure to different cultures and how education differs from country to country. I didn't learn much more, educationally, except that there is a battle between education systems.
- ☐ Knowledge and insight into other educational methods.
- ☐ New experience and regain my passion for teaching.
- ☐ A new perspective.
- ☐ The opportunity to meet new people, travel and freedom to teach.
- ☐ This was an opportunity to learn a new language and a new culture.
- ☐ More teaching experience in international world.
- ☐ Eventually to become a better qualified and experienced teacher. To also get to know different cultures.
- ☐ Experience dealing with different cultures.
- ☐ Experience-culturally, academically, linguistically.
- ☐ I hoped to gain further experience. I'd only taught 2 years in Canada, ESL experience, coaching experience, and professional development opportunities.
- ☐ An opportunity to experience a new culture while having the ability to travel and save money at the same time.
- ☐ A new perspective, the reality behind the terrorist clichés.
- ☐ Travel experience and experiencing a new culture.
- ☐ Insight into different cultures and a more global perspective were what I hoped to gain.
- ☐ A perspective of the emerging global culture.
- ☐ Ability to save money. More job experience in a challenging setting. Travel opportunities and cultural awareness.

- ☐ Insight into international schools. First hand knowledge of a culture outside the U.S.
- ☐ Travel, new experiences.
- ☐ To broaden my horizons by experiencing a new culture. To save enough money to pay off my student loans and credit card debt. (I did!)
- ☐ Freedom, knowledge of different cultures, ability to move around.
- ☐ \$ basically.
- ☐ Money and positive experience.
- ☐ Travel opportunities, cultural enrichment, and decent salary.
- ☐ Experience of a vastly different culture and personal knowledge of a people seen through the politically tinted eyes of the media.
- ☐ As I said, other than travel, I stood to gain little. In fact going from Los Angeles to the DODD, I took a pay cut. I took another one coming to Kuwait.
- ☐ A better C.V. for applying to principal ships.
- ☐ Tolerance/acceptance/chance to see the world.
- ☐ Knowledge and understanding of a developing country.
- ☐ Hmmuum- meet new people, experience new cultures, sample whatever was out there.
- ☐ Travel. Different perspective of Mid-East.
- ☐ I wanted to travel, experience cultures and get out of the bubble I lived in. I wanted a challenge. I wanted to live in all the places I'd heard about for so long.
- ☐ Life experiences, adventure, money.
- ☐ A daily sense of renewal and redemption.
- ☐ Life experiences as well as teaching experience.
- ☐ Full time, permanent work (for myself and my husband), here as a package. Back home, we both need to fend for ourselves.

Open Ended Question-Responses

What factors played a role in you deciding to teach in Kuwait?

- ☐ My family lives in Kuwait.
- ☐ Liked the superintendent. Offered more than what I could get in the U.S.
- ☐ Good wages and I have friends here.
- ☐ My mother and stepfather live here. I have lived here before and I really love Kuwait.
- ☐ Needed a change. Family wanted to "see the world."
- ☐ We were told the school was a not-for-profit school. Our previous international job had cut some corners, both resource-wise and ethically due to profit margins. We continue to face some ethical problems due to pressure from finances (parents). We also hoped to save toward our future.
- ☐ The first offer I got from a school. Moreover my friend being in Kuwait in the twin school of Al Bayan as a director and I had discovered that after my school director interviewed me.
- ☐ They offered me a job. Money.

- ☐ My husband was here.
- ☐ It was one of the very few positions left open at the time.
- ☐ I was teaching in Kenya. The salary was exceptionally low. Financial circumstances helped me decide to come to Kuwait.
- ☐ It's my home!
- ☐ Wish to be abroad/see the world. Initially anywhere-pure luck that interview for Kuwait materialized.
- ☐ My husband and an increased salary.
- ☐ At the time a lot of my friends were going to the UK or US. I heard about Kuwait, so I decided it would be good to come here to learn more about the culture.
- ☐ It was a choice between Mexico and Kuwait-Kuwait was further away and more interesting sounding.
- ☐ I had already quit and packed everything in America ready to travel around the world when I was called for the interview.
- ☐ It was different than what I planned on but the school seemed to offer what I was looking for.
- ☐ Far away from America.
- ☐ I had a relative working here.
- ☐ Sunny weather.
- ☐ Location, tax free status, interest in seeing the Middle East for myself.
- ☐ The following were factors in my decision: workload/ prep time, class sizes, tax free salary, travel opportunities, paid housing.
- ☐ The salary was such that I could pay my bills back home and save money to boot. The workload was less than at home.
- ☐ The salary was important, being tax free, and it was the right part of the world.
- ☐ My sister already lived here, salary, housing, tax-free living.
- ☐ Two things played a role in getting me to Kuwait. First of all, the money was better than all of my other offers, so I could travel more. Second of all, it has a nice central location for seeing the world.
- ☐ The fact that Kuwait is on the hub of the earth and I can travel wherever I want.
- ☐ I knew a family who lived here. They assured me that I would "blend" and they promised to be my support network. It seemed exotic and exciting.
- ☐ A job for both my wife and I. \$ and some of the benefits. Learn more about the Middle East.
- ☐ Job was a step-up from my previous school.
- ☐ A salary and benefits that would allow me to satisfy my financial obligations and save. A reduced workload compared to my home country.
- ☐ Money period. Friend had said it was ok.
- ☐ Best overall package.
- ☐ Friend teaching here. Money.
- ☐ My husband was here. I was also very interested in the area.
- ☐ Dr. Lance Curlin, Jr: Charisma, integrity, sense of humor, honest.
- ☐ Salary + benefits.

- ☐ My coming to Kuwait stemmed entirely from random factors. On my part, I'd probably take a job anywhere even for yet another pay cut. However schools have little interest in hiring anyone who costs as much as I do. Even in the 1990s, my qualifications worked entirely against me both in finding another job abroad or at home. I only received both overseas jobs because suddenly someone quit one in Japan and one in Kuwait.
- ☐ \$
- ☐ Part of the world I have not gotten to explore. Curiosity. Adventure.
- ☐ Dynamic developing country in a "hot" spot.
- ☐ My agent sent my resume out and I had a number of job offers. One of the schools invited me to the ISS conference in Boston for a face-to-face meeting. While there, I shared my resume with several recruiters. I couldn't decide which contract to accept. On Sunday night I prayed, God, whoever calls me first on Monday morning that's where I'll go. At 6:30 AM on Monday morning I got the call and here I am.
- ☐ Hub location for travel.
- ☐ I had already worked in Rwanda, Papua New Guinea, and China. I had learned so much, but had to accept that I was getting older and needed to save money. Kuwait offered a higher salary and still a chance to explore a new corner of the world.
- ☐ Had found a job at a recruiting fair, but got out of my contract once discrepancies between what I was told and the reality became apparent. Needed another job and found one in Kuwait and in Bahrain. Kuwait was offering more money.
- ☐ Well...there was this random email from a guy named Brian. He was so upbeat and he understood my concern about question # 2 above.
- ☐ Salary/package. Reputation of school. Quality of life in Kuwait.
- ☐ The package offered by the school (salary, benefits, subject, teaching load etc).

Open Ended Question-Responses

Are you happy in your current situation? Explain.

- ☐ Yes, I love my job and family.
- ☐ No. I would like to move on. The costs outweigh the benefits.
- ☐ Yes-I love what I do! My students are wonderful and my colleagues are great.
- ☐ Yes! I love my job and my colleagues.
- ☐ Yes. My family is happy and I love my students and my job.
- ☐ Our home is comfortable and the school is well run, overall, but the lack of things to do in Kuwait, the extremely early start time and the students attitudes can make things challenging and make us feel run down.
- ☐ Yes, because that fulfils the first aim, knowing a new culture. I was in Damascus and I taught the richest students there, but their behavior is completely different from Kuwaiti kids.
- ☐ Nice school. Good money. Travel. Kuwait is horrid.
- ☐ Yes, good working conditions.

- ☐ Yes. I earn a good salary and have plenty of prep time to complete my work.
- ☐ Yes. Kuwait is pleasant and safe place to live.
- ☐ Yes I am. I like teaching with the staff here. Most schools (private) have a big separation between Arabic and English staff. That's not true here. That's what I like about BBS.
- ☐ Very. Rewarding professional experience and now have husband/children in Kuwait. Relatively safe society.
- ☐ Reasonably! Co-teaching system was new to me and takes a lot of getting used to! The salary is still reasonably good compared to home. Although we can earn more at other schools in Kuwait, this school offers much better benefits, like housing allowance and medical aid.
- ☐ Bayan is a good school but, I feel that I'm suffocating. I feel I need to move on to some other challenges.
- ☐ Yep-Kuwait is now home to me.
- ☐ I am. I went on Hajj. I met my husband. I became a better teacher and did get a new perspective on life. I enjoy the lack of bureaucracy.
- ☐ Yes, I have the opportunity to teach.
- ☐ I love it. The school I am with currently is tremendous.
- ☐ I love the school and the children.
- ☐ Yes, I like the school and the salary helps me get another Master's degree.
- ☐ 50/50. I work harder and longer hours here even though my work load seems less on the schedule. Attitude of Kuwaiti people is tiresome. They always fight for things, treat other nationalities with little or no respect, lack of patience.
- ☐ No. School was not what I anticipated. Cost of living is much higher. Lack of cultural and social activities makes it difficult. Very closed society. Sense of being a second class citizen. Treatment of maids, workers, etc disturbing!
- ☐ I would still rather be teaching here than in Canada; however I have grown weary of the following issues: blatant favoring of certain staff in terms of salaries and benefits, as well as performance reviews; the racism of Kuwaitis in general, the lack of regard for the environment; parents who try to intimidate teachers or who believe they've paid for their children to receive A's; the business office has moved(several times) teachers from good to bad to unacceptable housing; housing allowance is not adequate and doesn't reflect current rental prices; certain parts of the contract that are either not honored or interpreted in a way that doesn't favor the teacher; apathy/ineptitude of the business office; a facility that is under construction for the past 2 years and that is constantly constructed with shoddy materials that need repair within a very short amount of time.
- ☐ I am mostly happy. My administration has supported me in my personal and professional endeavors. However, there is a great deal of inefficiency that exists in the school. The school's business office is terrible.
- ☐ I don't like the pressure from parents and administrative ineptitude, but I like other things about it here. (What?) The weather, the staff, the students.
- ☐ I am happy in Kuwait but dissatisfied by the manipulation and lies told by the board that runs our school. The school plays into the parents too much and abandons teachers.

- ☐ There are elements I am happy with and elements that I dislike. I like having the financial freedom to travel and see the world. I dislike the way there are certain parents that are pandered to.
- ☐ I'm excited about starting a new job next year.
- ☐ The glass is half full today.
- ☐ Yes. Learning a lot about this region of the world. Gaining a better understanding of Muslim religion. Been able to travel quite a bit. Save \$.
- ☐ Content.
- ☐ I am somewhat happy. I love my students and have the support of my principal and assistant principal. However, I feel the school's director, board and business office are too focused on cutting the budget, so teachers lose out in many ways.
- ☐ Happy, no, Content, yes. School is too micro managed by principal and HOD. Happy with the team members and kids-Yes! Kuwait itself, depends on the day.
- ☐ Some good, some bad. Culture is a little isolating.
- ☐ Yes. I live in a bubble, dissociated from Kuwait itself.
- ☐ Yes, I have small class sizes (15-23) and plenty of time for planning. Also, I hope to advance to teaching chemistry (my love) after next year. The administration is wonderful and the students are, as a whole, great to teach.
- ☐ Yes, professionally, except for the insane kow-towing to administrative cowardice in the face of parents. No, personally, I need my wife, dammit!
- ☐ Inequalities at this school have made teaching here difficult-next year will be my last.
- ☐ Financially, I can't complain. I'll never make this much money again legally. I also like that the school here will perhaps experiment more and let me teach different subjects. Nearly every year, I have a new schedule. On the negative side, the culture of the school is becoming (a) less professional and (b) more devoted to making money for the owner(s) at the expense of the students.
- ☐ Yes, to a certain degree. Teaching yes! But the discipline is ridiculous. There are no consequences and no suspensions.
- ☐ At times I am very happy. Other times can be difficult. Sometimes aspects of the culture are hard for me to understand.
- ☐ Yes I love my job. The kids are nice and the school is well-run. The workload is great, resources are good.
- ☐ That's an understatement. This is my dream job and I'm as happy as a clam sitting in a cool current on a scorching day! I am one lucky lady!
- ☐ Yes. "Happy" is relative. I choose to be happy.
- ☐ I am quite happy teaching here. The two things that I really dislike are the ridiculous schedule I have at school, which means waking up at 5:30, having no proper lunch break, and still not getting home until 3:30-4:00. I've never had to start at 7:10 and I despise it. I think it has done a lot of damage to my mental and physical health because I've yet to adjust. It's not the workload-it's the uncivilized schedule that caters to parents that I hate. Second, there is just nothing to do in Kuwait. My quality of life outside school is low, and even if there is something to do, I'm usually asleep at 8:00pm. But there is little to do other than eat, shop and occasionally get together with friends. Kuwaiti society is quite

closed to foreigners and I don't find it as culturally interesting as I'd hoped. Many other countries offer more to do outside of school, and don't force you to deal with such moral corruption and hypocrisy constantly.

- ☐ Moved to a new school after completing my first 2 years in Kuwait. Have since been presented with several opportunities for advancement which have been professionally and financially rewarding.
- ☐ Yes-because no matter what happens (see #3) I feel it more keenly here because all familiarities and comforts of my cultural norms are off balance and I am forced to view my situation through new lenses everyday.
- ☐ Yes, all is going well so far. Doesn't take much to keep me happy.
- ☐ Yes, I am very happy with the school. I'm not in love with Kuwait, but it's not so bad.
- ☐